DOCUMENT RESUME

ED 286 561 JC 870 432

AUTHOR Alkin, Marvin C.; And Others
TITLE A Profile of EOPS: Report of the 1986-87 Operational Program Reviews.
INSTITUTION Educational Evaluation Associates, Northridge, CA.
SPONS AGENCY California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE Sep 87
NOTE 100p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Community Colleges; Compliance (Legal); *Educational Counseling; *Educationally Disadvantaged; Evaluation Methods; *Outreach Programs; *Program Administration; *Program Effectiveness; Program Evaluation; Questionnaires; Staff Development; State Surveys; Student Recruitment; Two Year Colleges; Two Year College Students
IDENTIFIERS *California; *Extended Opportunity Programs and Services

ABSTRACT

Drawing from on-site assessments of the implementation and effectiveness of 21 selected Extended Opportunity Programs and Services (EOPS) programs operating at California community colleges, this report summarizes information collected between September 1986 and April 1987 through student and faculty/staff surveys, and 799 detailed interviews with faculty/staff and 242 interviews with students. An executive summary describes the types of services typically provided by EOPS programs in the areas of management, outreach and recruitment, instructional development and services, counseling, transition to four-year colleges, special activities, financial aid, and staff development and training. Chapter 1 describes the Operational Program Review (OPR) process used to examine the 21 programs, identifies primary information sources, and offers a profile of EOPS students. Chapter 2 presents a general survey of the structured, planned services the OPR teams found in the programs reviewed in 1986-87. Finally, chapter 3 offers a summary of 1986-87 OPR recommendations for the improvement of EOPS, covering the areas of program administration, deficiencies in program plans, compliance with Title 5, outreach and recruitment, instructional development, counseling, transition to four-year colleges, special activities, financial aid, and staff development. Specific recommendations are presented for each program reviewed. Appendixes present an abbreviated handbook of OPR procedures, including the survey instruments. (LAL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

A PROFILE OF EOPS:

REPORT OF THE 1986-87 OCCUPATIONAL PROGRAM REVIEWS

Prepared for the Chancellor's Office,
California Community Colleges

September 1987

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Marla Sukstorf

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EOPS Operational Program Review

1986-87 Annual Report

Report prepared by

Marvin C. Alkin
Marie Freeman
Marla Sukstorf

Educational Evaluation Associates

September 1987

Prepared for the Chancellor's Office,
California Community Colleges

Presented to

Ron Dyste
Vice Chancellor
Student Services &
Special Programs

Rod Tarrer
Coordinator for the
Administration of EOPS

Table of Contents

Executive Summary.....1

Chapter 1: Introduction.....4

Chapter 2: What Does EOPS Do?.....12

Chapter 3: Summary of the 1986-87 OPR Recommendations.....35

Appendix A: EOPS Programs Reviewed in 1986-87.....A-1

Appendix B: Operational Program Review Procedures (Abbreviated).....B-1

Appendix C: Student Demographic Data, Educational Goals, and High School Graduation Status of the 1984-85, 1985-86 and 1986-87 EOPS Student Populations.....C-1

EXECUTIVE SUMMARY

This report profiles the 1986-87 EOPS Operational Program Reviews. Presented is a picture of California EOPS programs in terms of the way in which they function, their strengths and areas of needed improvement. The report also provides summary three-year data on EOPS student characteristics.

The 1986-8 EOPS Operational Program Reviews were conducted between September, 1986 and April, 1987. Collectively, these reviews drew data from questionnaires returned by 423 faculty and staff and 539 students. In addition, there were a total of 799 detailed interviews with faculty and staff and 242 interviews with students. Student demographic data collected as a part of the reviews are presented in the body of the report.

Among the 21 programs reviewed, there were a number of similarities. All programs distributed financial aid, but the amount of the aid, the form in which it was distributed, and the timing of the distributions differed considerably. Every program included some personnel who provided encouragement and advisement to EOPS students and who monitored academic status. Responsibility for recruiting the appropriate target populations was also recognized by every program under review, and each program had a program plan which described projected activities in several service component areas. The number of particular services provided by programs, their quality, and the adequacy of their descriptions in the plans differed widely.

- **Management**. Program management services fall under three general categories: program administration, program support, and program documentation and evaluation. Most EOPS programs are managed by a director or coordinator who sets the tone and emphasis of the program. Those program which the OPR teams found to be generally most effective had administrative role clarity, with program activities well-integrated among themselves and well coordinated with other campus services. Well over half of the total recommendations were related to management. The most prevalent recommendations related to non-compliance with Title 5 guidelines: failure to meet the state require-

ments for "over and above" services and failure to have an Advisory Committee. A large number of colleges received recommendations related to general program administrative issues such as organizational structure, role responsibilities, staff communication and EOPS image. Also, a large number of OPR recommendations dealt with an EOPS program plan's failure to accurately describe activities and staff assignments. (See pp. 12-17; 36-40.)

- Outreach and Recruitment. EOPS programs maintain outreach and recruitment efforts in their local service areas as part of an overall goal of encouraging students who might not otherwise consider college as an option. As a natural follow-through to outreach and recruitment, EOPS programs also provide orientation activities for students once they arrive at the college so that students may become familiar with campus facilities, registration and financial aid procedures. OPR teams found that programs vary considerably in the emphasis they place on outreach and recruitment. Team members made recommendations to 10 college programs directing them to develop or to improve a specific recruitment plan. Seven colleges received recommendations which noted specific target populations which had not been adequately recruited. (See pp. 17-19; 40-41.)

- Instructional Development and Services. EOPS programs offer direct instruction or instructional support for students not adequately prepared for college. This includes tutoring and special classes to improve study skills and personal development. Most colleges offer some form of tutoring to all of their students, and in these instances, EOPS students have available to them tutoring services beyond the level normally provided to the rest of the college's students. The OPR teams made seven recommendations in this area--all, in some way, directed at tutoring. (See pp. 20-21; 41.)

- Counseling. All EOPS programs offer student counseling. These services are of three types: college information, academic planning and progress monitoring, and personal. Most programs have available a professional counselor who works only with EOPS students. In addition, most of the EOPS program also have a corps of peer advisors, students who act as friends and helpers. OPR reviewers found in 15 of the programs that counseling services needed improvement. The most common recommendation related to deficiencies in data management and academic progress monitoring. (See pp. 21-26; 42.)

- Transition. EOPS offers activities to help students make a successful transition to four-year institutions, employment, or other post-college endeavors. In the majority of the schools reviewed during 1986-87, college transition services were provided by EOPS counselors during the course of regular counseling sessions. Employment transition activities were generally not systematically organized. Transition was perhaps the weakest of all components in the EOPS programs. In a number of instances, no unique EOPS transition component existed. (See pp. 26-27; 42.)

- Special Activities. During 1986-87, OPR teams commonly found three types of special activities: CARE (Cooperative Agencies Resources for Education) programs, EOPS-sponsored cultural activities, and use of consultants for such things as staff training, instruction design or evaluation. Typically, a CARE program operated almost as a separate entity within EOPS. The small number of recommendations for this component focused on child care services or the administration of a CARE program. (See pp. 27-29; 42.)

- Financial Aid. Financial aid benefits are extended through direct grants, book stipends or loans, work study, meal tickets, and other sources. Many of the activities of this component required close cooperation between the EOPS program and the financial aid office. The nature of this cooperation and eligibility determination procedures were the focus of most recommendations within this component. (See pp. 29-31; 42.)

- Staff Development and Training. These activities were included in a number of programs to improve the skills, knowledge, and experience of EOPS and college staff and faculty. In nine of the programs reviewed, OPR teams found deficiencies in the way in which staff development was conducted. There is a need for regular staff meetings and formal inservice training activities. Particular deficiencies were noted in training for peer advisors. (See pp. 32-33; 43.)

The program components which encompass EOPS activities do not fully describe the essence of EOPS programs. Some aspects of EOPS do not neatly fit a budget category or planning component. A very important aspect of EOPS is the personal touch. The human elements which OPR teams observed serve to enrich the programs through the dedication, care and attention that staff members give to students and that students offer to one another. (See pp. 33-34.)

Chapter 1

INTRODUCTION

This chapter briefly describes the Operational Program Review process used to examine 21 EOPS programs during the 1986-87 academic year (see Appendix A). The chapter also describes the main sources of information for the programs under review and presents a profile of students who participated in those programs.

What is EOPS?

The Chancellor's Office of the California Community College system established EOPS--the Extended Opportunity Programs and Services--to provide low-income community college students with support services designed to help them succeed in post-secondary education. Today, the EOPS programs are found in all of California's community colleges scattered throughout the state. EOPS offers academic, psychological and financial assistance through formally structured program components. In addition, the program offers the informal, personal contributions of EOPS staff and students, a system of support that often exerts the greatest impact on the lives of participating students.

What is an OPR?

Each year since 1983, the Chancellor's Office has selected a different group of EOPS programs for an on-site assessment. These Operational Program Reviews (OPRs) evaluate the implementation and overall effectiveness of the program. By the middle of the 1988-89 academic year, every EOPS program in the state will most likely have undergone an OPR.

Each OPR is typically conducted by a team of three professionals: a qualitative evaluator, an EOPS director or administrator from another community college, and a representative of the Chancellor's Office. For some large programs the team is augmented and consists of as many as six people. The teams analyze questionnaires, conduct interviews, make direct observations, and review documentation to corroborate findings. The purpose of the review is to determine the degree to which each program is implementing the elements of its program plan and the degree of satisfaction participants have with the program. At the conclusion of an OPR, the team members summarize their findings and develop a set of recommendations for program improvement. These are presented to the EOPS director and college administrators at an exit interview. The findings and recommendations are typed and sent to the college within a week; a full written report usually follows within four to six weeks.

Each individual on the OPR team contributes a unique perspective to the overall evaluation. Team Member A, an outside evaluator with special training in naturalistic observation and evaluation, coordinates the OPR and is responsible for conducting the qualitative component of the review. Team Member B is selected from the ranks of EOPS program directors and administrators to bring a practical, field-based point of view to the evaluation. Team Member C, a representative of the Chancellor's Office, adds technical knowledge of EOPS regulations. Although the OPR is conducted by a different team at each site, all teams follow the same basic procedures, guided by a set of evaluation field manuals. Each college's own EOPS program plan is the point of departure for the review. This assures that the OPR is tailored to the particular philosophy, objectives, staff, and student population of the EOPS program at that site.

An OPR, which requires a two-and-one-half day site visit, has two components. First, a highly structured Program Activity Review determines the extent to which objectives specified in the program plan have been achieved. Team Members B and C interview program staff and examine documentation as they compare the program plan's proposed activities and intended effects with actual accomplishments. They also identify any discrepancies which might exist between staff activities as outlined in the program plan and actual utilization of staff time.

Second, an open-ended qualitative evaluation, conducted by Team Member A, assesses the program's impact as perceived by the participants. This naturalistic assessment of program function is designed to evaluate the program as a whole from the point of view of student participants, EOPS staff, and college faculty and staff. Rather than focusing exclusively on activities specified in the program plan, Team Member A allows issues to emerge as people describe their own experiences, satisfactions, and concerns.

Data for the qualitative evaluation come from four sources: the EOPS program plan; confidential questionnaires completed prior to the site visit by EOPS students, program and college staff and faculty; interviews with a broad sample of individuals who have knowledge of the program; and on-site observations. The interviews are directed toward the individuals' perceptions of how the EOPS program operates, how it affects them personally, and whether it does so in an appropriate and effective way. The evaluator also encourages suggestions for program improvement.

1986-87 OPRs

The Operational Program Reviews conducted in the fall of 1986 used colleges' 1985-86 EOPS program plans as the basis of evaluation because the 1986-87 plans were not yet approved, and because the teams assumed that it

could take some time to integrate new activities and staff into existing programs. The OPRs conducted in the winter and spring addressed the 1986-87 program plans, after new activities and personnel had become more fully operationalized. Regardless of which program plan was under review, the OPR teams sought to present their findings and recommendations so that compliance problems could be remedied immediately and steps could be taken to improve future program services. (A more thorough description of the Operational Program Review procedures is found in Appendix B.)

This annual report contains a synthesis of information from the individual OPR Summary Reports of the 21 EOPS programs reviewed between September, 1986, and April, 1987. Collectively, the 21 OPR reports drew data from three sources: confidential questionnaires returned by 423 faculty and staff, and 539 students; 799 detailed interviews with faculty and staff, and 242 interviews with students; and from direct observations of EOPS activities (see Table 1).

EOPS Student Characteristics from 1986-87 OPRs

A main objective of the OPRs is to provide the Chancellor's Office with descriptive information about EOPS students. The eligibility criteria for participation in EOPS are carefully specified by Title 5 regulations; consequently, one can assume that all EOPS students in 1986-87 shared certain characteristics. Beyond these common criteria of citizenship, enrollment, and income, however, EOPS students in 1986-87 differed considerably. As part of the OPR process, EOPS directors also provided the following information about the students served: gender, age, ethnicity, educational goal, and high school graduation status. Table 2 presents this descriptive data for the 1986-87 EOPS population as well as for those programs reviewed in 1985-86 and 1984-85.

Table 1

Questionnaire and Interview Data Sources

1986-87 Operational Program Reviews

	Total: 21 Colleges	Average/ College
Questionnaires: Staff/Faculty	423	20
Questionnaires: Students	539	26
Interviews: Faculty/Staff	799*	38
Interviews: Students	242	12

*Many EOPS and college staff were interviewed by more than one OPR team member; this figure represents interviews rather than individuals.

(Appendix C contains an expanded table of this information broken down by the individual colleges.) A general profile of the EOPS student population at the 21 colleges under review emerges from this year's OPR data. These data may or may not be representative of the EOPS population statewide.

Gender. The 21 EOPS programs reviewed during 1986-87 enrolled over 8200 students. Individual EOPS programs ranged in size from 52 to 2123 students. Women, many of them single parents, outnumbered men by a substantial margin (61% of the students were female, 39% male). This continues the pattern of an increasing percentage of female students in EOPS (54% in 1984-85 and 56% in 1985-86). However, it is uncertain whether this is a significant trend or simply a characteristic of the programs reviewed in given years.

Table 2

Cumulative Descriptive Data

	1984-85 N=21	1985-86 N=30	1986-87 N=21	TOTAL N=71 Colleges*
Total Students	7535	7971	8204	22686
Gender				
Male	46%	44%	39%	43%
Female	54	56	61	57
Age				
-18	1	1	1	1
18-21	36	31	30	32
22-25	22	21	22	22
26-30	15	19	19	18
31-35	11	14	14	13
36+	13	14	15	14
Ethnicity				
White/Caucasian	37	29	23	27
Black	12	20	28	21
Hispanic	15	13	20	17
Asian/Pacific Islander	30	34	21	29
Native American	1	2	2	2
Other/Decline To State	4	3	6	5
Educational Goals				
Vocational	24	28	21	24
Basic Skills	13	19	15	16
Transfer	50	46	38	43
Undecided	11	6	21	14
Other	2	1	5	3
High School Graduation				
H.S. Diploma	71	62	75	70
Equivalent	10	10	8	9
Non-Graduate	12	12	13	12
No Data Available	7	16	4	8

* One EOPS program was reviewed twice. In an effort not to double count that college's demograhic data, and to paint a picture that most accurately reflects the current EOPS population, only data collected at the second review are included in the totals.

Age. In terms of age, the greatest number (30%) of students were 18-21 years old. The next largest group was 22-25 year olds (22%). While over half of the EOPS students in 1986-87 were between 18 and 25 years old, there was a substantial proportion of students in the older age categories as well. Nineteen percent were 26-30 years old, 14% were 31-35 years old, and 15% were 36 years old or older. This distribution is consistent with that of the previous years.

Ethnicity. The largest proportion of EOPS students in the 1986-87 review were Black (28%). This is a substantial increase from the two previous years (12%, 20%). White/Caucasian students represented the next largest ethnic group (23%). This is a substantial decrease from the two previous years (37%, 29%). It should be reiterated that these patterns could be a function of the demographics of the individual colleges selected for OPRs this year, rather than a significant trend in the ethnic composition of EOPS students.

Asian/Pacific Islanders represented 21% of the 1986-87 OPR sample, and Hispanics constituted 20% of the group. Native Americans comprised 2% of the EOPS population, and 6% were either classified as "other" or had not indicated an ethnic affiliation.

Although Blacks and Whites accounted for more than half of the EOPS population in the total 1986-87 sample, each major ethnic group predominated in at least one EOPS program. Whites were the most numerous group in ten of the programs, Blacks in six, Hispanics in three, and Asians in two.

Educational Goals. A little over 6700 EOPS students completed an Educational Goals Survey as part of the OPR process in 1986-87. The largest number of student respondents, 38%, indicated that they intended to transfer to a four-year institution. Twenty-one percent had vocational goals. A smaller group, 15%, reported that their principal goal was to acquire basic skills and 5% reported "other" goals. It is unclear how this distribution relates to data

from the previous years since there is a somewhat erratic pattern from year to year.

High School Graduation Status. Of the 21 colleges reviewed this year, all but two were able to present accurate data on the students' high school graduation status. Of the EOPS students for whom data were reported, the vast majority, 75%, had earned a high school diploma, and an additional 8% had earned the equivalent of a diploma. However, at least 13% had not graduated from high school, and the graduation status of the remaining 4% was not reported. With the exception of a slight decrease in the percentage of students with a high school diploma and a correspondingly slight increase in the "No Data Available" cohort, these data are consistent with the average across all three years.

Chapter 2

WHAT DOES EOPS DO?

This chapter presents a general survey of the structured, planned services the OPR teams found in the programs reviewed during the 1986-87 academic year. These services are divided into eight component categories: management services, outreach services, instructional development and instructional support, counseling services, transition services, special activities, financial aid, and staff development and training. In addition, this chapter describes a service that does not easily fit into the above components. This service relates to the individual contributions made by staff and students, the contributions that gave each program a personal touch and often were the factors that made a program successful for an EOPS student. Beacuse this summary is necessarily brief, it cannot cover all of the srenghts of every program. Only the most outstanding examples are included.

100: Management Services Component

Program management services fall under three general categories: program administration, program support, and program documentation and evaluation. Administration involves establishing and implementing operational policies, determining budget and service needs, preparing the annual program plan, selecting and supervising staff, and coordinating EOPS efforts with other college and community services. Program support includes public information activities and the work of a local EOPS Advisory Committee. Documentation functions involve recording the services provided to EOPS students and the effects of these services. The documentation also facilitates planning, program implementation, and accountability.

Most of the 21 EOPS programs reviewed in 1986-87 were managed by a full-time director or coordinator. In seven of the programs reviewed this past year, the directors held dual roles. In addition to their responsibility for EOPS, these (seven) directors were in charge of the college's financial aid operation, or the Disabled Students program, or a variety of other special services. In these cases, as one might expect, an EOPS program assistant, and/or counselor, and/or secretary performed many of the daily administrative maintenance routines to supplement the director's role. In four EOPS programs, the EOPS director position was either newly filled or the duties and responsibilities of the position were changing at the time of the site visit.

As one examines individual EOPS programs, it quickly becomes apparent that their management always involves much more than bureaucratic routine. The tone and emphasis of a program are most often established by the director. Although all programs provide a similar core of services, the director shapes the "personality" of EOPS at each college. As a result, slightly different service emphases prevail from one program to another. One program may emphasize outreach and recruitment activities, another may focus on the delivery of direct financial aid to students, and a third may give highest priority to academic counseling, tutoring, and basic skills development.

Those programs that the OPR teams found to be generally most effective had competent, well-organized directors who were respected by their staffs and others on the campus. These directors typically had a clear-cut vision of what they wanted their program to accomplish, transmitted that vision to their staffs, and had the administrative skills to help attain those goals.

Effective EOPS programs also had qualified staffs. Staff members knew their jobs, understood the organizational goals, and were dedicated to and experienced with EOPS-related activities. The most qualified EOPS staffs also

maintained ties to the wider communities served by the program and had an explicit, vocal commitment to providing service to disadvantaged students.

Communication and information exchange was a hallmark of exemplary programs. In most cases, this information exchange took place within the context of regular staff meetings, but more frequently, it was part of an on-going context in which regular discussion of program procedures and issues was encouraged.

Another hallmark of exceptional EOPS programs was a clear understanding of goals and responsibilities. In these instances, staff were aware of what the EOPS program was trying to accomplish and recognized their responsibilities attendant to those goals. The responsibilities had been appropriately delegated, so staff could act under their own initiative to enhance the program.

Effective EOPS programs also had activities that were well integrated within the program and were coordinated with other campus services. Coordination occured in a number of ways. In some cases, intense personal involvement was the key. The director and other staff members communicated frequently and verified that services were mutually reinforcing. In other programs, coordination was more formally structured. For example, a professional counselor or peer advisor might be charged with monitoring students' attendance, counseling contacts, and use of tutoring services. Regular staff meetings appeared to play an important role in intra-program coordination. All EOPS programs, but particularly the very small ones, benefited greatly when EOPS activities were well-coordinated with other campus services. When EOPS directors were members of college administrative councils or faculty senates they could act as more visible program advocates. The best programs had the full understanding and support of the college administration.

A few programs used their Advisory Committees to excellent advantage as community advocates for EOPS and as policy advisors to guide program direction. They provided ready affiliations with groups which had access to potential EOPS students and assisted in extending EOPS advocacy within the college.

The extent and depth of documentation of EOPS services varied considerably among the programs under review. A number of programs, anticipating changes in state regulations, had established thorough individualized files for each EOPS student. These files included financial aid award letters, EOPS contracts, academic plans, counseling contact records, and specific documentation of other EOPS and college-wide services the student had received. One aspect of exemplary programs was the use of a computerized data system, which was used not only for reporting to the state Chancellor's Office, but which was used internally for program planning and evaluation

Some exemplary management activities observed at EOPS programs reviewed this year are presented below in excerpts from college OPR reports:

Saddleback College. The Saddleback EOPS program is well managed. Rapport among the staff is excellent. Each person feels that the work she is doing is worthwhile and that she has some control over important decisions. There is ongoing daily conversation about matters of mutual concern. The staff members have a great deal of trust in one another and share common goals for improving the program. Regular staff meetings are held each Friday. The Director and Facilitator prepare and distribute concise but informative monthly reports of EOPS activities so that all staff are informed of what has been accomplished and what issues remain to be addressed. The staff regularly communicates with EOPS students via an excellent monthly EOPS newsletter which delivers pertinent information about financial aids, upcoming deadlines, events of importance and interest to students, and useful hints about study tactics. Record keeping within the program is unusually thorough. Student and general program records are updated, readily accessible, and frequently used in day-to-day service delivery.

The EOPS staff maintains close coordination with other student services and the EOPS Director is a known and visible advocate for EOPS students on campus committees. (Audrey Yamagata-Noji, EOPS Director, 28000 Marguerite Parkway, Mission Viejo, CA 92692, (714)582-4500).

San Bernardino Valley College. The EOPS program at San Bernardino Valley College enjoys strong support from the college administrators. The EOPS staff are well-qualified, dedicated, and experienced with EOPS. Calmly and with professional efficiency, they manage a diversified program for about 400 students, yet they do not sacrifice attention to students' individual needs. Services such as book grants and meal tickets, which could become organizational nightmares, run smoothly in this program. Students and staff trust the Director, who makes herself easily accessible to them. She encourages open communication and cooperation among the staff and with other student services. An unusually active EOPS Advisory Committee meets monthly and works toward program improvement. (Carolyn Lindsey, EOPS Director, 701 South Mt. Vernon Avenue, San Bernardino, CA 92410, (714)888-6511).

Marin Community College. The EOPS Director is a very able manager who has instituted procedures to encourage excellent communications among the staff. Once a week, the entire staff meets for an hour to identify problems, present solutions or simply to exchange pertinent information. Everyone freely contributes to the agenda. With clear purposes set, the Director conducts the meetings according to a structured and efficient interaction method. Specific assignments are delegated and timelines for completion established. The EOPS staff shares an unusually strong commitment to the program. They have an understanding of clients derived from long experience with student services. (Lorraine Barry, EOPS Director, Kentfield, CA 94904, (415)485-9411).

Cerro Coso College. The management of the EOPS program at Cerro Coso College has established a comprehensive and detailed data collection system. This system is utilized not only for reporting data to the Chancellor's Office, but also for practical progress monitoring of students. The EOPS Data Technician is responsible for designing the software configuration, entering data, and using data output in relevant reports. All student contacts are routinely and systematically documented by staff. Subsequently, the data is used in various reports, such as the student master list, student outcomes (GPA), component reports for EOPS and CARE, services reports for tutoring and counseling, and student progress monitoring reports. (Susan Smith, EOPS Director, Ridgecrest, CA 93555-7777, (619)375-5001).

Los Angeles City College. What makes this program work is a dedicated staff aware of their jobs and the goals and procedures of the organization. While all of the staff are very dedicated, it is the "student workers," in particular, who are to be most lauded. They are paid between $4.05/hr. and $6.05/hr., primarily at the lower end of this range. Yet, they are the personnel backbone of the LACC EOPS organization. Student workers function as intake workers, peer counselors, tutors, records/evaluation personnel, and publicity/recruitment workers. Some students workers have supervisorial responsibility for EOPS components (e.g., tutoring, records/evaluations, publicity/recruitment). Students have provided a substantial portion of the manpower of the EOPS program, yet there has been understanding of their needs and provision of opportunities for growth which have been recognized by students and have in turn led to a dedication to the program. Indeed, student workers' attachment to the program can be viewed as more than simple dedication. As one student worker noted, "We love the program, we love each other. Many of us came here to have a job--to have some dollars--but we found something else,

something more." (Glen Hisayasu, EOPS Director, 855 North Vermont Avenue, Los Angeles, CA 90029, (213)669-4000).

San Diego Mesa College. The strengths of this EOPS staff directly contribute to the valuable services that they provide. Among staff, all major ethnic groups are represented and multilingual skills are strong. A number of staff have strong ties to the communities served by the EOPS program. EOPS also has strong ties to various groups on campus such as MEChA, the Black Student Union, and the Vietnamese Student Association. In short, they are "strong ambassadors" for EOPS. Complementing this is the EOPS Director. His combination of organization and informality is positive for the program. He has well thought out the delegation of responsibilities, is knowledgeable about all aspects of the program, and provides the structure for development of components within the program. (Jose Orrantia, EOPS Director, 7250 Mesa College Drive, San Diego, CA 92111-4998, (619)560-2600).

Fresno City College. This EOPS program has a strong, active Advisory Committee. Its membership reflects the ethnic diversity of the EOPS students and is comprised of faculty, administrators, students and community representatives. It meets monthly and discusses a wide variety of topics which relate to EOPS and to disadvantaged groups in general. This is reflective of the Director's efforts to"Iòî É˜ the credibility of the EOPS program on the campus and in the community. (Venancio Gaona, EOPS Director, 1101 East University Avenue, Fresno, CA 93741, (209)442-4600).

Imperial Valley College. The team was impressed with all EOPS.staff members. They are highly dedicated, competent, and caring individuals. All know their jobs and responsibilities, and activities are conducted systematically. More importantly, there are both formal and informal communications among staff, as well as excellent personal and professional working relationships. Both the EOPS Director and the Transition Coordinator provide strong leadership for the program. They are highly respected by the staff, students, and other campus personnel. They have an excellent working relationship which sets the tone for the rest of the staff. The guiding light behind EOPS and all of student services is the Vice-President of Counseling Services. His hard work and dedication set an example for everyone. It is clear that these are the three key people in the program. The system works well because of the personalities involved. (Victor Jaime, EOPS/Financial Aid Director, P.O. Box 158, Imperial, CA 92251-0158, (619)352-8320).

200: Outreach Services Component

Every EOPS program reviewed this year maintains some level of outreach and recruitment effort in its local service areas as part of its overall goal of encouraging students who might not otherwise consider attending college. This effort sometimes includes early outreach to junior and senior high school students.

While all EOPS staffs usually made brief presentations to local high school senior classes in conjunction with overall college recruitment efforts, some EOPS representatives established special working relationships with local public schools. These EOPS staffs established lasting communication networks within the high schools in order to more directly recruit potential EOPS students.

Most EOPS recruitment efforts also went beyond the high schools. Efforts were made to identify students already at the colleges who might be EOPS-eligible. In other cases, EOPS recruiters maintained an active presence at community agencies, parent organizations, and the like.

As a natural follow-through to outreach and recruitment, EOPS programs provided orientation activities for students once they arrived at the college or participated in a summer college readiness program--a program of skills assessment, developmental instruction, counseling, and personal/social development.

EOPS programs varied considerably in the sustained emphasis they placed on outreach and recruitment. In some cases, these functions were carried out by just one or two staff members over a short period of time. The director, an outreach staff person, an EOPS counselor, an interested peer advisor, or some combination constituted the recruitment and outreach staff. In other (though fewer) cases, recruitment was a year-long activity to which a large portion of the program's staff time was devoted. Finally, it was found that most EOPS programs did not fully assess the effectiveness of recruitment activities in terms of actual program or college enrollments.

A number of exemplary outreach and recruitment activities were identified in the 1986-87 OPRs:

Compton Community College. An aggressive EOPS recruitment program, complementing equally ambitious college-wide recruitment efforts and coordinated with the Transfer Center program, was implemented this past year with great success. Two EOPS recruiters systematically worked to overcome an extremely negative image of Compton College among high school administrators, counselors, and faculty in nine targeted local high schools. They made contacts in a highly professional and responsible manner, winning the support of school personnel. The two recruiters maintained highly individualized and extremely well documented contacts with potentially EOPS-eligible high school students. They placed information in the daily high school bulletins, participated in general assemblies, and visited classes. As the recruiters said, "We have to go above and beyond the job description. We have to discuss very basic and sometimes personal problems they have with coming to college."

As a direct result of the recruitment efforts, about 60 high school graduates enrolled in the Summer Readiness program. The Summer Readiness Program drew only positive comments from the students who participated in it. They found the introduction to college classes and the tutoring most helpful, and they thoroughly enjoyed the field trip to the Museum of Science and Industry. "After the summer program, I felt more confident that I could actually make it in college." (Billie Jo Moore, EOPS Director, 1111 East Artesia Boulevard, Compton, CA 90221, (213)637-2660).

San Bernardino Valley College. Faculty and students agree that "The summer EOPS program is great! The program helps introduce the college setting for new students. It provides essential placement in reading, writing, and math." About 40 students, who ranged in age from 17 to 50, participated in the 1986 Summer Readiness Program (Project Redirect). After students skills were assessed, experienced faculty and EOPS tutors gave individualized and group assistance to students in reading, writing, and math. Students could also take a Human Development class and receive information about applying for financial aid. As a result of the summer introduction, all but 2 or 3 of the 40 students returned to the college in the fall, unintimidated and excited about a successful future. (Carolyn Lindsey, EOPS Director, 701 South Mt. Vernon Avenue, San Bernardino, CA 92410, (714)888-6511).

West Hills College. There are well-coordinated efforts between the EOPS Director and the college's high school liaison in the area of outreach and recruitment. They are doing everything they can to reach potential EOPS high school students in a large geographical area. General information is being disseminated and placement testing, enrollment, and registration for West Hills college is occurring at the local high schools. There are good, cooperative working relations with many high school counselors. Also, counselors from the six major high schools in the district are a part of the EOPS Advisory Committee. (P.J. DeMaris, EOPS/DSPS Director, 300 Cherry Lane, Coalinga, CA 93210, (209)935-0801).

300: Instructional Development and Services Component

Many EOPS-eligible students are not adequately prepared for college; consequently, they require extra assistance with their classes or with basic

skills such as math and language. In response to these deficiencies, EOPS programs may offer direct instruction or instructional support such as tutoring in course work or in basic skills. Occasionally, special classes to improve study skills and personal development are sponsored by EOPS.

Most colleges offer some form of tutoring to all of their students, and EOPS refers its students to these services. Most frequently, colleges hire peer tutors for minimum wages. Because this pay is not generally competitive with compensation available through off-campus employment, colleges usually have a difficult time retaining capable tutors. In cases where the EOPS program pays a portion of the total costs of the college's tutoring services, Title 5 regulations call for special tutoring services for EOPS students that are beyond the level normally provided to other students. This "over and above" service may take the form of specialized EOPS tutors, or additional tutoring hours for EOPS students, or special tracking or follow-through services provided to EOPS students alone. The OPR teams very frequently found some confusion about how the "over and above" criteria should apply to campus tutoring operations, thus raising questions of compliance with Title 5 regulations.

A few of the programs under review during the year had also developed special workshops in areas which extended beyond strictly academic concerns, such as parent-child relationships, job seeking, substance abuse control, building self-esteem, and budgeting limited resources while in school.

Some exemplary instructional development and instructional support activities were implemented by the following EOPS programs:

Fresno College. The Tutorial Center staff does an excellent job in its work with EOPS students. The Center's coordinator spoke highly of the cooperation between both programs. EOPS requires its students to receive tutoring hours in accordance with their GPA. Students can utilize their hours in one-on-one

or group tutoring and in individual study. Some faculty cited improved study habits, grades and ultimately retention as the results of tutorial assistance for EOPS students. (Venancio Gaona, EOPS Director, 1101 East University Avenue, Fresno, CA 93741, (209)442-4600).

Foothill College. An excellent system is now in place for identifying students with tutoring needs and referring them to the EOPS Tutoring Coordinator for assistance. Also impressive is the system of referral to tutoring through the counselor. All tutoring contacts are on a one-to-one basis and EOPS tutoring is available in some academic areas not available in the college's tutoring center. There is also intensive follow-up on the EOPS students' use of tutoring. (EOPS Director, 12345 El Monte Road, Los Altos Hills, CA 94022-4599, (415)960-4600).

Gavilan College. The EOPS staff works together with college faculty in order to assure maximun educational benefit to EOPS students. One positive result of this two way communication is the Puente Project. The basic goal of this project is to improve writing skills and to develop self esteem for Hispanic students. Teaching techniques are based on a system of oral readings of written assignments through small student groups. It is a well structured program with pre-tests and post-tests conducted by external evaluators. The methodology was developed by Mary Healy, of the Bay Area Writers Project. The key EOPS staff have gone through formal training related to the procedures. (Antonio Flores, EOPS Director, 5055 Santa Teresa Boulevard, Gilroy, CA 95020, (408)847-1400).

Bakersfield College. There is good coordination between EOPS and the Tutorial Coordinator in the Learning Center. An organized system of frequent referral is inplace for students in need of tutoring. The Tutorial Coordinator maintains very complete documentation and provides good feedback of information to EOPS through weekly written reports and participation in meetings. We found the EOPS Community Tutors to be very knowledgeable, mature, and professional. (Manuel Gonzalez, EOPS Director, 1801 Panorama Drive, Bakersfield, CA 93305, (805)395-4011).

400: Counseling Services Component

One of the most important EOPS services is student counseling, of which there are three types: college information, academic planning and progress monitoring, and personal. (Career and vocational education counseling is included within component 500: Transfer/Transition) Preliminary EOPS intake and screening are also counseling responsibilities, as are the administration and interpretation of diagnostic and placement tests, and assistance with financial aid forms and other college documents.

In every EOPS program, students have access to a professional counselor. In most programs reviewed last year, there was at least one certificated counselor who worked only with EOPS students. It was also common for EOPS programs to "share" one or several counselors with the regular counseling office. In four programs reviewed last year there was no professional counselor (or counselor equivalent) assigned to or closely associated with EOPS; these programs' students were simply referred to the college counseling office for assistance.

Over half of the EOPS programs also had a corps of peer advisors who acted as friends and helpers to their fellow students. The peer advisors often worked more closely with EOPS students than did any other EOPS personnel. They were a critical link between the students and the program. In addition to meeting with students on a regular basis, peers often performed clerical tasks required to monitor students' academic status. Peers received varying degrees of training in advisement techniques and in financial aid procedures, usually through workshops and regular staff meetings. In programs where structured training programs introduced peer advisors to their role, the peers voiced strong satisfaction with their work. Where training is minimal, they tended to report significantly less satisfaction with (and more confusion about) their own effectiveness as advisors.

Typically, in initial counseling contacts, students receive general information about college life and about participation in EOPS. This kind of information might be given by a financial aid representative, by a peer advisor, or by a counselor. Students are informed about program application forms and requirements, college deadlines, college activities in which they might be interested, and the location and functions of other services on campus.

Academic planning involves assisting students in mapping out an educational program, giving them information about transfer to four-year schools or to more specialized vocational institutions, and monitoring their academic progress. In this more focused academic counseling, the counselor usually works one-to-one with the student to develop a short and long-term educational plan, i.e., an academic or vocational program of study which specifies the course requirements and the sequence in which the courses are to be completed. Usually, this academic planning involves at least one meeting each semester between the counselor and the student.

Academic monitoring is often the key to student retention. Sometimes such monitoring is informal--the student simply meets periodically with the counselor or with a peer advisor. More often, the monitoring is formal and involves checking units and grades throughout the semester as well as periodic written progress reports submitted by instructors to the EOPS office. On the basis of this monitoring, counselors or peer advisors tailor their own services to students and may also refer EOPS students to other college services such as a tutoring center, career counseling, or a learning center.

Personal counseling ranges from relatively informal student-staff discussion to professional crisis counseling for students who have serious personal, financial, or family problems. In many cases, the OPR teams noted that personal counseling was curtailed because the EOPS office facilities did not guarantee sufficient privacy.

Exemplary aspects of the counseling component were demonstrated by the following EOPS programs:

Saddleback College. The structured, traditional counseling activities are a definite program strength at Saddleback College. All EOPS participants are required to take part in a program orientation. Every student is ensured of meeting with the EOPS counselor or the Director/counselor for a full array of

counseling services: academic planning, transfer information, and career and personal advisement. Counseling meetings and academic plans are thoroughly documented. Counselors review mid-semester progress reports as part of the advisement process, and they inform instructors of actions taken. Psychology 140, a counseling class required of all EOPS students, provides practical information about such topics as college study habits, career and personal planning and job-seeking skills. The EOPS program is exemplified by personalized attention. The following perception was quite representative of the comments made by almost every student who was interviewed: "The general atmosphere of helpfulness has been vitally needed at the college. EOPS is a place for students to come whether they need help filling out financial aid forms or sometimes just emotional support when we are having trouble putting it all together." (Audrey Yamagata-Noji, EOPS Director, 28000 Marguerite Parkway, Mission Viejo, CA 92692, (714)582-4500).

Cerro Coso College. At Cerro Coso College peer advisors, called partners, are outstanding role models and are fully committed to the EOPS program. They are all students who have faced and surmounted similar problems to those being experienced by the students with whom they work. EOPS students are required to meet weekly with their partners. Students feel that this degree of contact is beneficial for several reasons. It gives them a person with whom they can discuss immediate problems, it keeps them informed of program and college requirements or events, and it provides a resource person who is always willing to help. (Susan Smith, EOPS Director, Ridgecrest, CA 93555-7777, (619)375- 5001).

Butte College. The three paraprofessional advisors, and the program assistant at 25% of load constitute the advising staff. Their assignment is to provide EOPS students with academic, vocational and personal advisement. This is accomplished through weekly appointments with all EOPS students. Their work includes assisting students in the completion of registration and financial aid forms, scholarship and transfer applications, and information and referral regarding child care, housing, welfare, car pools and tutoring. Both academic success and retention, as mentioned by the faculty, are goals which the advisors pursue. Retention of EOPS students midway through the current semester was at a 97% rate. Only 10 of the 334 students had dropped out. Advisors attribute this high retention rate to the required weekly contact with students. (Roger Grant, EOPS Director, 3536 Butte Campus Drive, Oroville, CA 95965, (916)895-2511).

MiraCosta College. By all measures, the greatest strength of this program is its peer counseling activity. The peer counselors participate in a weekly staff training meeting coordinated by the responsible staff member but conducted by a variety of campus staff and community representatives. Each peer counselor meets weekly with his or her assigned students and provides timely information on college events, deadlines, visits and the like. These contacts appear to be well documented. Peer counselors also are viewed by students as individuals who care and can be confided in. One of the most impressive aspects of the work of peer counselors is the extent to which they are aware of their limits and of appropriate on and off campus referral sources for professional assistance.

Peer counselors provide a variety of other important functions. One peer counselor develops a weekly information bulletin to guide other peers in

their weekly student contacts. Another is responsible for producing a monthly newsletter that is widely distributed. (Teresa Cerda, EOPS Director, One Barnard Drive, Oceanside, CA 92056, (619)757-2121).

Grossmont College. EOPS peer advisors were uniformly praised by faculty, staff, and students. The Director selects peers who are excellent students, who are experienced with the campus as well as with the local community, and who show an interest in helping others. Once selected, peers are trained by EOPS staff and by experienced peers who carefully explain and model the tasks advisors are expected to perform. Only after several weeks of observation, role-playing and evaluation, do new advisors begin working independently. Peers also become familiar with Title 5. One of the college counselors conducts a useful one-session workshop on communication skills for peer advising. Once each semester, peers also participate in transfer workshops. The peer advisors have a clear understanding of when serious personal problems and academic questions brought to them by students are most appropriately referred to professional counselors. (Alex Contreras, EOPS Director, 8800 Grossmont College Drive, El Cajon, CA 92020, (619)465-1700).

San Diego Mesa College. The counseling component is the heart of the program. Students comment that they can "come to [the EOPS counselors] at any time with any question" and they are able to help. Staff members are "understanding, caring, and considerate." There are regular ongoing contacts between students and professional counselors and peer advisors. Contacts cover a wide variety of student concerns students such as academic, personal, career and vocational problems. These contacts are well documented.

All students have an educational plan which is reviewed every semester. Students understand the educational plan and feel it is their plan, rather than one imposed on them. The provision of such high level counseling is all the more remarkable given a staff of only two part-time counselors during the current year. Services provided are "over and above" both personally and professionally. (Jose Orrantia, EOPS Director, 7250 Mesa College Drive, San Diego, CA 92111-4998, (619)560-2600).

Bakersfield College. The peer advisors are knowledgeable, mature, and appropriate resource and support persons for EOPS students. Peer advisors are carefully selected to match the profile of EOPS students. They know their responsibilities and the boundaries between peer advising and professional counseling. Students are very positive about their weekly contacts with their peer advisors. Peer advisors provide information, refer students to other campus resources, and in general act as a friend and confidante. Peer advisor files show well-documented contacts with students. There is also good pre-service and inservice training of peer advisors. (Manuel Gonzalez, EOPS Director, 1801 Panorama Drive, Bakersfield, CA 93305, (805)395-4011).

Imperial Valley College. Counseling is the strength of the program. The EOPS counseling staff do an excellent job. They are sensitive, knowledgeable, understanding, caring, and accessible to students. There is appropriate specialization by counselors (e.g., transfer, vocational, ESL, CARE, Mini-Corps). This emphasis on specialization allows them to share their expertise with others. Counselors see every EOPS student on a scheduled basis which is flexible according to the student's academic status and needs. Files are complete,

and documentation is thorough both in the files and in the outstanding computer system. (Victor Jaime, EOPS/Financial Aid Director, P.O. Box 158, Imperial, CA 92251-0158, (619)352-8320).

500: Transition Services Component

When students are nearing completion of their community college programs, EOPS can offer activities designed to help them make a successful transition to four-year institutions, into employment, or into other post-college endeavors.

In the majority of the schools reviewed during 1986-87, transition services were provided by EOPS counselors during the course of regular, one-to-one counseling sessions. Students interested in transferring to four-year institutions were given information about entrance requirements and course offerings, and a counselor or peer advisor was available to help students obtain and complete application forms. In some instances, EOPS personnel, acting on behalf of EOPS students who had applied for transfer, maintained regular contact with officials from prospective receiving institutions.

Several EOPS programs organized field trips to local colleges and universities. The field trips motivated potential transfer students, allowing them to explored new environments while in the company of peers and familiar EOPS staff. Students were usually introduced to college administrators and representatives of special programs as part of the field experience.

The few employment transition activities in the EOPS programs under review were generally not as systematically organized as the transfer transition activities. Typically, information about careers and vocations was made available through career resource centers on the campus, to which students are referred by EOPS staff. EOPS counselors and directors, for the most part, again played a rather small role in providing information directly to individual students about employment opportunities. Instead, some EOPS

programs administered interest inventories as part of the orientation process to help guide students' selection of career paths. One program with a more extensive career counseling component offered workshops in job-seeking skills, resume writing, and interviewing.

Generally, most EOPS programs did not have fully developed transition components--particularly with respect to transition to employment. The following colleges reviewed during the 1986-87 academic year exhibited strong transition activities:

Saddleback College. The staff has initiated a particularly good transfer counseling activity. They identify every EOPS student who is interested in transferring and provide the names and addressed of these students to potential transfer institutions. The counselors follow-up with personal, direct, and immediate phone calls to the potential transfer institutions. (Audrey Yamagata-Noji, EOPS Director, 28000 Marguerite Parkway, Mission Viejo, CA 92692, (714)582-4500).

Imperial Valley College. A number of services and activities are provided for potential EOPS transfer students. Field trips are offered to allow students to visit college campuses. EOPS counselors keep in close contact with other colleges and universities. They assist students with applications, letters of recommendation, financial aid and housing applications, etc., all of which is tracked and followed up through the computerized counseling record-keeping system. EOPS carefully coordinates its efforts with the college's Transfer Center. Special efforts are also made for EOPS students pursuing vocational degrees or certificates. There are a number of workshops to provide job seeking skills to students such as how to look for jobs, how to fill out applications, how to write resumes, and interviewing skills. Potential employers are also invited to come to campus to speak to vocational students. (Victor Jaime, EOPS/Financial Aid Director, P.O. Box 158, Imperial, CA 92251-0158, (619)352-8320).

600: Special Activities Component

Occasionally, locally-determined needs cannot be met directly through any of the regular EOPS program components. Consultants are sometimes employed to perform special services such as staff training, instructional design, short-term audits, evaluations, or data analysis. Cooperative interagency efforts, such as CARE, also fall into this special category, as do EOPS-sponsored cultural activities on campus.

The CARE programs were organized cooperatively among EOPS and local welfare and employment assistance agencies to serve AFDC parents who are also EOPS students. CARE projects, oriented to the needs of low-income single parents (usually young reentry women) typically provided assistance with child care payments, special counseling and personal development activities. Typically, the CARE program operated almost as a separate entity within EOPS. A special counselor usually administered the CARE project and reported to the EOPS director. Where EOPS peer advisors were single parents themselves, they were often assigned to work exclusively with CARE students.

As a part of the EOPS special activities component, some colleges also plan appropriate cultural and other activiites for their students.

Several excellent special activities were in operation within programs reviewed during the past year:

Cerro Coso College. The CARE program, established in 1983, offers excellent support services such as child care, assistance with transportation, a group support course and a variety of social activities. These services are provided to CARE students in addition to EOPS services. The CARE coordinator, also an EOPS counselor, works with the assistance of three partners to provide the array of services to CARE participants. The CARE coordinator also maintains liaison with the Department of Human Resources in order to recruit potential CARE eligible students. The content of the support course includes a variety of college survival skills, but more importantly, it serves as a supportive base for the students. (Susan Smith, EOPS Director, Ridgecrest, CA 93555-7777, (619)375-5001).

Mt. San Jacinto College. Calmly and with creativity, concern, and tireless effort, the CARE coordinator responds to an infinite array of daily challenges in one of the largest CARE programs in the state. CARE students meet frequently with the CARE Coordinator; they hold weekly meetings where topics of special interest are discussed; and, they are informed about academic and career planning issues. Child care is managed efficiently and to the parents' satisfaction. The relationship between the EOPS staff and the county social services agencies is extremely cooperative and mutually beneficial. The CARE Coordinator works directly with the Riverside County Department of Social Services to recruit CARE students. Recruitment fliers accompany AFDC checks in the spring, and personal contact is made with potential students. At least once each semester, an orientation for new CARE students is presented. (John Schuster, EOPS/Financial Aid Director, 1499 North State Street, San Jacinto, CA 92383, (714)654-8011).

West Hills College. EOPS plans a number of special activities for its students to contribute to their personal and cultural enrichment. This is in keeping with the goal of educating the whole person. These special events include cultural, musical, dance, sports, and recreational themes. Past events have included a Cinco de Mayo Multicultural Day, the African-American Drama Company, the Nutcracker Ballet by the Fresno Ballet, and a professional basketball game. These events are especially valuable for student at a small isolated college like West Hills. (P.J. DeMaris, EOPS/DSPS Director, 300 Cherry Lane, Coalinga, CA 93210, (209)935-0801).

Compton Community College. The EOPS cultural programs at Compton College have become well known throught southern California and in many other parts of the country. They range from celebrations of ethnic holidays to full scale multi-day conferences. The African Peoples Conference, for example, has become an annual event and involves substantial EOPS resources. The array of speakers and presentations is impressive, and videotapes are made of all events so that a library of tapes is available as an historical record of the events. (Billie Jo Moore, EOPS Director, 1111 East Artesia Boulevard, Compton, CA 90221, (213)637-2660).

700: Financial Aid Component

Given the EOPS eligibility criteria, it is certainly no surprise that one of the purposes of EOPS is to offer students additional financial aid. Benefits are extended through direct grants, book stipends or loans, EOPS-funded work study, meal tickets, and other sources. In some cases, EOPS programs have elected to put all their direct aid resources into book grants and meal tickets--programs more easily administered by EOPS personnel.

EOPS eligibility determination and the efficient distribution of aid require close cooperation between the EOPS program and the financial aid office. Usually, it was specific personnel within the financial aid office who determined and certified initial EOPS eligibility. The two offices then tended to cooperate in verifying students' continued eligibility for EOPS. The financial aid staff was often responsible for giving EOPS peer advisors basic training in the types of financial aid programs available for EOPS students and in how to help students complete financial aid forms. In (five) of the

programs reviewed this year, the director of financial aid and the director of EOPS were the same person.

Most EOPS programs provided some level of financial aid orientation and/or counseling prior to eligibility determination. Typically, students were informed about the financial aid for which they might be eligible and were given assistance in completing the documentation necessary to determine EOPS eligibility. Much of this financial aid advisement took place before the student was actually enrolled in EOPS. It might have involved high school students planning to enroll in the community college and interested in applying for EOPS. Other EOPS programs relied more heavily on the financial aid office for pre-eligibility information but provided some continuing financial aid information. Financial aid counseling was available throughout the year because many students had recurring questions and had to continue to demonstrate eligibility each term.

In contrast, there were a few EOPS programs that relied almost exclusively upon mechanisms established and operated by the financial aid office alone to generate the majority of the EOPS student enrollment. Students first applied for aid, knowing little if anything about EOPS, and were then referred to the EOPS office after preliminary eligibility determination was made. EOPS programs that operated along these lines generally maintained low visibility on campus and pursued relatively low-key recruitment and outreach activities. Unfortunately, it is the more assertive and resourceful student who tends to find his/her way to the EOPS office through the financial aid network.

Most colleges had efficient procedures for distributing financial aid. What typified exemplary EOPS programs' involvement in financial aid were processes for systematic updates of financial aid information, rapid financial aid determination, prompt disbursement of EOPS grants, smoothly operating

book grant or book loan activities, and well-understood distinctions between EOPS staff responsibilities and those of the financial aid staff.

Some of the most effective financial aid activities were evident in the following programs:

Mt. San Jacinto College. A very consistent philosophy underlies how financial aid and EOPS services are delivered at Mt. San Jacinto: student needs are met as fully and as immediately as possible, with a minimum of red tape. The Financial Aid office has implemented an excellent, efficient computerized record-keeping system which allows impressive overnight approval of applications and packaging, so that checks can be delivered the following day. This system also permits EOPS to have thorough, up-to-date information on students' academic eligibility and on the status of their grant expenditures. The EOPS Book Grant is a carefully considered method of distributing direct grants of $200 per semester to each student in a way which encourages students to use the funds on books at the beginning of the semester but which also allows them the flexibility of using remaining funds in other educationally related ways. (John Schuster, EOPS/Financial Aid Director, 1499 North State Street, San Jacinto, CA 92383, (714)654-8011).

Gavilan College. Book vouchers are a part of the EOPS students' direct aid. Each semester book vouchers of $100 are given to students during the first week of classes. According to students, this covers most of the cost of texts for one semester. There is excellent cooperation between the bookstore and the EOPS program in the operation of this component. Documentation and fiscal monitoring are effectively handled by the bookstore and EOPS clerical staff. Students were highly supportive of the book vouchers because they recognize the need to have text books as soon as classes begin. (Antonio Flores, EOPS Director, 5055 Santa Teresa Boulevard, Gilroy, CA 95020, (408)847-1400).

San Bernardino Valley College. A new procedure for processing book grants was initiated in the fall of 1986. Immediately after registration, students prepare lists of the books and materials they need from the bookstore. Using the lists, the EOPS staff prepare vouchers and make specific appointments for students to pick up their completed forms. The bookstore cooperates fully in filling student orders and in sending copies of the vouchers back to the EOPS office to verify the purchases. EOPS charges the purchases against the students' grants. As long as they have funds remaining in their accounts, students may purchase books and materials throughout the semester. Processing is very efficient; none of the students complained of long lines or of delays in paperwork. (Carolyn Lindsey, EOPS Director, 701 South Mt. Vernon Avenue, San Bernardino, CA 92410, (714)888-6511).

800: Staff Development and Training

Staff development activities are designed to improve the skills, knowledge, and experience of EOPS and college staff and faculty. In most cases, this

amounts to improving the technical competence of EOPS staff and the general levels of awareness of college staff and faculty.

Various EOPS staff foster an awareness of EOPS on campus. On some campuses, EOPS representatives--peer advisors, the counselor, the EOPS director--visit faculty forums and individual classrooms to promote EOPS and its students.

OPR teams found that EOPS staff training was most often the responsibility of the EOPS director. Unfortunately, many programs were too understaffed to provide extensive initial training for new peer advisors, tutors, or other staff. Individuals simply learned their responsibilities on the job, under the tutelage of an experienced peer, tutor, secretary, or counselor. For programs to be most effective, comprehensive and recurrent training would be provided for all staff members, not simply for neophytes.

Typically, directors and counselors upgraded their knowledge and skills by attending local, regional, and state conferences. Training programs within colleges were somewhat sporadic. Some EOPS student workers received training in classes for which they earned college credit.

There were few programs reviewed this year in which exemplary staff development procedures were taking place. The following, however, is an example worthy of emulation by other EOPS programs:

Cerro Coso College. The EOPS partners (peer advisors) receive thorough preservice training, which is reinforced at a second training session between semesters and during individualized weekly meetings with the EOPS counselors. All training sessions cover general EOPS policy issues, office procedures and paperwork, interpersonal skills, review of specific EOPS services (e.g., how to administer career search packets), and inservice in recognizing more serious problems to be referred to the counselors (e.g., drug or alcohol abuse). A detailed "partner guidebook" summarizes these issues and procedures for the partners' day-to-day use. The OPR team found this extensive training to be very beneficial to staff and to students, and well worth the large investment of staff time. (Susan Smith, EOPS Director, Ridgecrest, CA 93555, (619) 375-5001).

The Personal Touch

The program components which encompass EOPS activities do not fully describe the essence of EOPS itself. Some aspects of EOPS do not neatly fit a budget category or planning component. By and large, these relate to human factors which enrich the program: the dedication, care, and attention that staff members give to students and that students offer to one another. The following student comments represent many that were made on OPR questionnaires or in interviews:

> EOPS was very supportive when I needed someone to talk to. I hadn't been in school for 20 years and I needed a lot of positive support and I got it. (Student at Los Angeles City College)
>
> It makes you feel good when you know that someone cares about you. (Student at MiraCosta College)
>
> Thank God for it. it really helped change my life. (Student at Long Beach City College)
>
> [They] motivate me to work twice as hard. I'm 43 years old and didn't think I could make it; now I know I can. (Student at Foothill College)
>
> It's like going to your own private part of the campus, [a] feeling of being special. (Student at Butte College)
>
> [The EOPS program gives me] affirmation and emotional support especially at times of personal crisis, enhanced self worth and esteem for me as a disabled, poor and transitional woman..Despite all the trials, I still feel like a winner!!!...I feel very safe and confident to fight on since I've got a couple of 'security blankets' at EOPS."(Student at Los Angeles City College)
>
> EOPS provides a vital support center here for us. They are always positive, and it is a safe place to blow off steam. (Student at Grossmont College)
>
> Whenever I walk into the office everyone smiles and makes you feel welcome.you need a kind face and a friendly voice on your side. (Student at Fresno College)

I feel the program is my "safety net," if I run into any problems I feel I can come and talk, and it will get straightened out. (Student at San Bernardino Valley College).

Chapter 3

SUMMARY OF THE 1986-87 OPR RECOMMENDATIONS

Operational Program Reviews serve two main purposes: to help improve individual EOPS programs and to identify general strengths and weaknesses across programs statewide. Those interested in OPR results would like to know not only about the unique features of a program, but also about characteristics which sites generally share. This chapter gives a summary of the recommendations OPR teams delivered to the 21 programs reviewed during 1986-87. The summary suggests typical weaknesses and does not describe idiosyncratic problems found in specific programs.

OPR teams base their recommendations upon Title 5 requirements and upon how adequately program activities meet the objectives and criteria stated in the program plan. During the course of a review, an OPR team does not deliberately compare one program with another. Each review is highly individualized. However, when the year's recommendations are taken as a whole, some generalizations can be made about areas which consistently require improvement.

To identify common features, all of the 201 recommendations produced during the year's 21 reviews were categorized according to the eight EOPS program components: management, outreach and recruitment, instructional development, counseling, transfer/transition, special activities, financial aid, and staff development. The entire set of 1986-87 OPR recommendations is listed in Table 3 at the end of this chapter. A quick review of Table 3 reveals that the component which drew most recommendations was management, with 79 suggestions. Outreach and recruitment activities prompted 22 recommen-

dations, counseling required 18, and financial aid activities led to 14 recommendations. The remaining four categories included fewer than nine recommendations each.

Sheer numbers of recommendations should not necessarily be interpreted as an indication of whether or not a particular problem was chronic across programs. Some reviews resulted in very few suggestions, especially in programs where virtually all activities were in compliance with Title 5. On the other hand, a few OPRs surfaced numerous problems which added significantly to the total number of recommendations.

One can see from Table 3 that the recommendations are not all of the same weight. Even though the OPR teams tried to address only the most serious issues, some of their suggestions concerned relatively minor matters, such as obsolete items in an annual program plan. Others were extremely important recommendations, requiring almost complete restructuring of a program component or new staffing patterns. A review of the table should also reveal the relative importance of specific recommendations and that the set of recommendations delivered to an individual college usually consisted of interrelated suggestions.

The following sections, organized according to program components, outline consistent problems found in the 21 programs. Because of their importance, all recommendations which indicate lack of compliance with Title 5 are in a separate section, even though specific compliance recommendations could also fall within program component categories.

Management

Well over half of the total 201 recommendations concerned management issues. Including the compliance recommendations, 126 specific suggestions addressed program administration, EOPS staff assignments and responsibilities,

deficiencies in the program plans, coordination of EOPS with other college activities, and office accommodations. Two of these areas, program administration and the program plans, are discussed below.

Program Administration. This category includes a broad spectrum of activities pertaining to the administration and daily operation of EOPS programs. Nineteen of the 21 programs received at least one recommendation about general administration. Four programs received very serious recommendations advising the directors to reexamine the overall structure of the EOPS program and to bring focus and coherence to the activities. These programs seemed to be operating in a very compartmentalized, fragmented fashion, and students apparently were not benefiting from fully integrated services. EOPS staff in these situations demonstrated typical frustration and confusion about how all parts of the program fit together.

In ten situations, program staff were unclear about their role responsibilities and about how their jobs related to the pursuit of common EOPS program goals. Role conflict was frequently a problem when clerical staff performed both EOPS and non-EOPS functions. In such instances, the area which exerted the most immediate demand predictably received the most attention, irrespective of the proportion of time that the clerk was funded in the EOPS budget.

Recommendations which related to personnel role clarification were fairly routine, directing EOPS administrators to document and to update staff functions. A typical recommendation would be: "The EOPS Director and staff should continue to define the appropriate responsibilities of each staff member. These responsibilities should be made clear to the entire staff and to EOPS students."

OPR teams found ineffective communication among staff to be another recurring administrative problem. In six cases, the team encouraged a director to hold regular staff meetings. OPR teams certainly did not stress staff meetings as ends in themselves, but rather as means of resolving more significant issues such as the need to improve staff interrelationships or the staff's understanding of program activities.

Six of the programs reviewed during 1986-87 received recommendations to improve the image and awareness of EOPS on campus. In its general form, such a recommendation might state, "The EOPS Director should make a concerted and ongoing effort to inform faculty and staff about EOPS philosophy, goals, and activities." The lack of campus awareness about EOPS was sometimes complicated by a negative image, that is, a misinterpretation of the EOPS functions or the constituency of the program. In a few cases, there was a generally held mistaken assumption that EOPS served only minority students or only students with academic deficiencies.

Occasionally, the team noted very idiosyncratic situations which led to misconceptions about EOPS. For example, in some cases, the OPR team felt that EOPS had been so incorporated into another college unit or activity that EOPS had almost lost its identity altogether. Perhaps even more seriously, at six colleges, the OPR team suggested that the EOPS program had not done an adequate job of communicating to its own eligible students the nature of the program and of its services. Recommendations suggested actions that an EOPS staff could take to improve the program's image and to increase campus awareness of EOPS: develop promotional materials, publish a regular newsletter, present inservice programs for college faculty and staff.

Program Plan. Twelve of the 21 programs reviewed were given recommendations to improve their annual program plans. These recommendations

were of two types: those related to activities and those related to staff functions. In the first type, the review teams found that activities listed in the plan were either not implemented or that appropriate activities had been implemented but not described in the plan. The second type of recommendation was directed to programs in which the plan did not accurately describe duties which staff members performed. In most cases, the inaccuracies were relatively minor and the plans were fairly good descriptions of the programs the teams observed. However, in six colleges the team found that the plans were inadequate guides to EOPS activities as they actually occurred. These plans required substantial revision.

Compliance with Title 5

OPR teams looked for discrepancies from the requirements of Title 5, and they found many situations in which programs were out of compliance. The teams presented 56 recommendations which addressed situations out of compliance with regulations. Two specific types of transgressions were most common: failure to meet the state requirements for "over and above" services and failure to have an advisory committee.

Compliance with the "Over and Above" Requirement. EOPS Title 5 regulations specify that a college may not charge EOPS for services to EOPS students that the college regularly and routinely provides to all other students at the college. That is, EOPS funds may not be used to supplant regularly funded college programs. Services provided by EOPS must be "over and above" what is customarily available to all students. Sixteen colleges had conditions which failed to meet the "over and above" standard. They accounted for 47 recommendations.

In most cases, only one or two positions or activities were out of compliance on these grounds. Three programs, however, were found to be substantially out of compliance with Title 5 based upon the "over and above" principle.

These recommendations warrant closer attention. Nineteen EOPS programs funded college staff who did not provide a clear "over and above" service to EOPS. Seven of these were in financial aid offices, three in instructional areas, and the remaining nine in a variety of offices such as a career center, a placement center or an athletic department. In seven programs, the EOPS-funded tutoring activities did not meet the "over and above" requirement.

In at least sixteen colleges, EOPS staff provided some, usually limited, services to non-EOPS students. Most often EOPS counselors were pressed to help with such general college tasks as registration, testing, academic planning, and sometimes instruction. EOPS clerical staff and aides were also occasionally drawn into general college functions.

Advisory Committee. EOPS programs are required to establish representative Advisory Committees that assist in program planning and review. In nine cases, OPR teams recommended that the committees be established, reactivated, or restructured to better represent college and community interests.

Outreach and Recruitment

Seventeen programs received a total of 22 recommendations concerning outreach and recruitment activities in 1986-87. Ten of the sites were directed to develop or to improve recruitment plans. These EOPS programs either did not have a recruitment plan or were using practices which simply did not work. Suggestions were made to seven colleges to extend recruitment activities to a broader population, for example, to district high schools, potentially eligible adults, and specific ethnic or minority groups.

Instructional Development

All seven of the recommendations directed toward EOPS instructional development were related in some way to tutoring. Each one had a different focus. For example, one recommendation suggested improving how students' needs for EOPS tutoring are assessed, another recommended that record-keeping be improved, and a third suggested that tutors be more thoroughly trained.

Counseling

Counseling components were typically strong in the programs reviewed during 1986-87. Nonetheless, recommendations were made for improvements in EOPS counseling in 15 colleges. Eleven of the recommendations reflected deficiencies in data management and academic progress monitoring. Counselors in at least four programs were struggling to develop useful forms and procedures for students' individualized educational plans.

The counseling components of only two of the programs reviewed this year were understaffed. However, in five cases, OPR teams felt that it was important to recommend improved training of peer advisors because the peers were either underutilized, performing routine clerical duties, or in a very few cases, they were being given counseling responsibilities which exceeded their training and experience.

Five of the programs had very weakly designed counseling activities or they lacked systematic procedures to ensure that every EOPS student regularly contacted an EOPS counselor and received regular follow-up.

Transition

No recommendations were made to improve transition activities. This is not, however, to say that the OPR teams found transition activities to be uniformly well developed and effective. On the contrary, transition was a

frequently ignored component. College transfer centers often worked cooperatively with EOPS to provide transition services, and EOPS counselors offered individualized assistance to students interested in transferring or moving on to a job.

Special Activities

Only four recommendations were directed toward special activities, in part because very few programs sponsored special activities, so there was not much to review. Three of the recommendations in this area related to child care services and to the administration of a CARE program. Child care is a continuing concern among the EOPS students, and CARE has been one of the few comprehensive responses to that concern.

Financial Aid

Eleven programs received recommendations to improve financial aid activities. Of the total 18 recommendations, 13 were concerned in some respect with eligibility determination procedures. Teams were concerned that inefficiencies in referral procedures and in application processes deterred students from participating in EOPS. In three cases, the teams felt that the director's did not participate directly enough in eligibility determination.

Many of the programs under review sponsored efficient book grant operations for EOPS students. In only two schools did the OPR teams feel that the amount of the grants should be increased. In three of the schools, the teams suggested that the amount of the total EOPS direct grant should be reduced so that more students might be able to receive funds.

Staff Development

In nine of the programs reviewed, OPR teams found deficiencies in staff development activities. The recommendations asked that formal inservice training activities be established for EOPS staff. Comprehensive and system-

atic training for all staff was called for in three cases, while in three other schools, only the peer advisors were identified as in need of additional training. Positions filled by students have a high turnover rate, and the need for instituting systematic training procedures and for specifying role responsibilities for these students was typically recognized in staff development recommendations.

Few EOPS programs conducted staff development for college faculty and staff. In those schools where faculty and general college staff were involved, EOPS tended to enjoy a positive image and benefited from direct referrals of potentially eligible EOPS students.

Table 3

SUMMARY OF RECOMMENDATIONS: QUALITATIVE EVALUATION

College 52*

100: Management

Program Administration. The duties and responsibilities of the EOPS Director should be clarified and assigned to a single individual.

Program Plan. The 1987-88 program plan should more accurately reflect program activities, the number of staff, and staff responsibilities. In addition, all personnel positions should be reviewed for accurate distribution of activities and for the percent of time allocated to each activity.

200: Outreach/Recruitment. The EOPS program should design a written plan that targets an appropriate EOPS likely population, delineates EOPS staff responsibilities, and includes procedures for follow-up of recruitment contacts and evaluation of recruitment efforts.

400: Counseling. The EOPS counselors should develop a single, consolidated format for a long-term educational plan, and this plan, along with the EOPS student contract, should be included in the students' counseling files.

Compliance with Title 5. The EOPS Director and the Dean of Student Services should restructure the payment for tutorial services so that the fee schedule for EOPS students is in compliance with Title 5 regulations; specifically, the "over and above" precept must be applied to fee payments.

College staff who are not directly involved in "over and above" services to EOPS students should be removed from the 1987-88 plan (i.e., Senior Financial Aid Technician and Financial Aid Department Assistant positions).

* There were 21 OPRs reported on in 1984-85 and 30 in 1985-86. College numbering continued the previous sequence.

Table 3 (cont'd)

College 53

100: Management

Program Administration. The EOPS Director should have direct responsibility for approving all expenditures made from the EOPS budget.

The EOPS Director should be solely responsible for approving all EOPS-funded staff positions and those positions should report to the director.

A clear distinction between the EOPS program and the College Readiness Program/Career classes should be made.

Image/Awareness. The differences between the EOPS program and the College Readiness Program/Career classes should be explained to the students, faculty and staff.

Program Plan. The Financial Aid Assistant position, which is currently vacant, should be deleted from the EOPS program plan.

Counseling positions which are inappropriately included in the EOPS program plan should be deleted.

The EOPS program plan should reflect all positions which perform EOPS-specific duties.

200: Outreach/Recruitment. EOPS should extend EOPS recruitment to local high schools.

The EOPS Director should manage all EOPS recruitment and all recruitment activities should be coordinated with the college recruitment plan.

400: Counseling. At least one full-time EOPS counselor position should be created and this position should provide systematic counseling contact with EOPS students, written educational plans, and regular progress monitoring.

700: Financial Aid. The EOPS Director, the Financial Aid Officer, and the EOPS Financial Aid Assistant should develop and implement efficient and timely procedures to determine EOPS eligibility.

The EOPS director, in a timely manner, inform the Financial Aid Officer and the EOPS Financial Aid Assistant about the amount of EOPS funding which is allocated to all forms of EOPS direct aid.

The EOPS Director should restructure all processes involved in the EOPS Book Grant to expedite the granting of funds. The EOPS director should consider increasing the size of the Book Grant.

800: Staff Development. The EOPS Director should structure appropriate, ongoing training and inservice for all EOPS staff.

The EOPS Financial Aid Assistant should be provided with formal financial aid training opportunities.

Compliance with Title 5. All EOPS funded teacher aide positions in centers and labs on campus should be reviewed to determine the extent of their "over and above" service. Funding should be adjusted accordingly.

The EOPS-specific services of the College Readiness Coordinator's role should be reexamined and EOPS funding adjusted accordingly.

The EOPS Director should limit the purview of her management of the College Readiness Program to the EOPS funded services.

All positions in the College Readiness Program which do not perform EOPS-specific "over and above" activities should be deleted from the EOPS program plan and budget.

The extent of EOPS "over and above" services performed by the EOPS Specialist/Tutorial Coordinator and the tutors should be reexamined and EOPS funding adjusted accordingly.

The EOPS Assistant in the Career Center, the EOPS Assistant in the Placement Office, and the EOPS Counselor Aide in the Women in Transition Center positions do not provide "over and above" services and should be deleted from the EOPS program plan and budget.

College 54

100: Management

Program Administration. Regular EOPS staff meetings should be held. These should address the integration of EOPS activities and encourage communication among the staff.

Image/Awareness. The EOPS Newsletter should contain more information about EOPS services, activities, schedules and individual students as well as relevant information about the campus and community.

Program Plan. The 1986-87 EOPS program plan should describe in detail all EOPS activities and staff responsibilities, and proposed outcomes should be stated in measurable terms.

Advisory Committee. The EOPS Director should reactivate the EOPS Advisory Committee in line with Title 5 regulations and the committee should meet regularly to review EOPS policies and activities.

300: Instructional Development. Complete records should be maintained of EOPS tutoring services to be used for academic advisement.

400: Counseling. A detailed outline of the EOPS counseling services should be developed and systematic procedures established to ensure that all EOPS students utilize the services of the EOPS counselor.

Individual EOPS student files should contain a more thorough and consistent documentation of EOPS counseling services, including an educational plan and a record of follow-up on EOPS services.

600: Special Activities. There should be broader EOPS student participation in the selection of topics and planning of EOPS special cultural programs. Further, the programs should be evaluated in terms of student interest and involvement.

700: Financial Aid. The EOPS Director should increase the amount of the EOPS Book Grant and should consider serving more students by decreasing the amount of the standard EOPS grant.

Compliance with Title 5. The President, the Dean of Student Affairs, and the EOPS Director should reexamine EOPS involvement in the campus matriculation/registration procedures to bring them into line with Title 5.

The EOPS Director should review the EOPS funded tutoring services provided to EOPS students to ensure that the services are "over and above" those provided to all the college's students.

Table 3 (cont'd)

College 55

100: Management

Program Administration. A full-time director for the EOPS program should be hired.

The EOPS Director and staff should continue to define the appropriate responsibilities of each staff member. These responsibilities should be made clear to the entire staff and to EOPS students.

The college and the EOPS program should consider the assignment of a clerical staff position to the EOPS program.

The procedures for collecting and compiling EOPS student services and demographic data should be examined and modified in order to maximize efficiency of data collection and use.EOPS should take all necessary steps to provide services to EOPS-eligible students as soon as possible after submission of initial financial aid and EOPS applications.

Space . The college and EOPS should reexamine the amount and distribution of EOPS office space.

200: Outreach/Recruitment. The EOPS Director and staff should develop and implement a complete EOPS recruitment plan with specified staff responsibilities, procedures, follow-up activities, timelines, and expected outcomes.

700: Financial Aid. One EOPS or Financial Aid staff member should be assigned the responsibility of reviewing files and determining EOPS eligibility.

Table 3 (cont'd)

College 56

100: Management

Advisory Committee. The EOPS Director should reactivate the EOPS Advisory Committee and its composition should be broadened to include EOPS students and local high school representatives.

200: Outreach/Recruitment. The EOPS Coordinator and the Program Assistant should develop and implement systematic follow-up procedures for all recruitment contacts.

400: Counseling. A system should be implemented for ensuring that EOPS students see an EOPS counselor on a regular basis. An educational plan should be developed for each EOPS student.

700: Financial Aid. EOPS and Financial Aid should agree upon procedures for identifying and referring all potential EOPS students throughout the year.

Compliance with Title 5. The college administration, the EOPS Director, and the Financial Aid Director should reexamine the EOPS "over and above" services of the Financial Aid Technical position and adjust EOPS funding of the position accordingly.

The college administration should reexamine the assignment of the EOPS Director and EOPS Counselor to the Counseling 1 course and redesign that participation in line with Title 5 regulations.

The college administration, the EOPS Director, and the Tutorial Coordinator should reexamine the EOPS "over and above" services of the Tutorial Coordinator position and adjust EOPS funding of the position accordingly.

Table 3 (cont'd)

College 57

100: Management

Image/Awareness. The EOPS Director should make a concerted and ongoing effort to inform faculty and staff about EOPS philosophy, goals and activities.

Program Plan. The EOPS Director should rewrite the 1986-87 program plan to describe all EOPS activities in a detailed manner.

200: Outreach/Recruitment. The EOPS program should develop a written recruitment plan that includes the identification of specific target populations, specific strategies for reaching them, a system for documenting individual contacts and appropriate follow-up procedures.

600: Special Activities. The EOPS Director should work with the Chancellor's Office CARE Coordinator to develop and implement a broader range of CARE support services.

College 58

100: Management

Program Administration. The EOPS Director should increase the number of allowable completed units in considering eligibility for EOPS grants.

The EOPS program should more systematically extend its full range of services to all EOPS-eligible students.

Certificated staff should be relieved of duties more appropriately performed by classified staff.

The EOPS Director and the Financial Aid Director should continue to work together to expedite the identification and packaging of EOPS eligible students.

300: Instructional Development. The EOPS Director and counselors should consider reducing the number of required tutoring hours.

400: Counseling. Professional counseling should be performed by certificated staff alone.

Compliance with Title 5. The extent of the EOPS-specific duties performed by the American Indian Community Liaison should be reexamined. EOPS time, assignment and funding should be adjusted accordingly.

College 59

100: Management

Program Plan. The EOPS program plan should more accurately reflect the assigned duties and allocated time per duty of each personnel position.

200: Outreach/Recruitment. EOPS should design a recruitment component that targets an appropriate EOPS likely population, delineates EOPS staff responsibilities, and includes procedures for follow-up of recruitment contacts and evaluation of recruitment efforts.

400: Counseling. The EOPS Director should review the duties, responsibilities, selection, training and supervision of EOPS peer counselors. Their activities should be restructured in a manner that will maximize services to EOPS students.

800: Staff Development. The Director should familiarize the EOPS staff with the entire EOPS program plan, staff roles within the plan, and Title 5 regulations. In addition, the EOPS director should provide specific training to help staff to perform their respective functions more effectively.

Compliance with Title 5. The EOPS staff should perform only designated EOPS functions for EOPS-eligible students in accordance with Title 5 regulations.

The college and the EOPS program should make appropriate adjustments to the funding of instruction for the Guidance 251 class.

College 60

100: Management

Program Administration. The EOPS Director should conduct regular EOPS staff meetings that include all EOPS staff.

EOPS and the college administration should expedite the delivery of necessary data processing equipment in time for the 1987-88 academic year.

Space. The EOPS Director should design more appropriate use of existing EOPS office space.

Advisory Committee. The EOPS Advisory Committee should be reactivated and it should meet regularly to review EOPS program policies and activities.

300: Instructional Development. The EOPS Director and the Coordinator of Program 100 should agree upon and implement procedures for coordination and exchange of information on their respective tutoring activities.

400: Counseling. The EOPS Director and the Dean of Student Services should determine the impact of the proposed Title 5 regulations on EOPS counseling services and determine the necessary steps the college and EOPS will have to take to meet those demands.

700: Financial Aid. The EOPS Director should reduce the maximum EOPS grant in order to serve more students. This EOPS direct aid should be provided in a variety of ways.

College 61

100: Management

Program Administration. A structured, coherent EOPS program should be developed and it should include: assessment or other identification of the target population's specific needs; written strategies which could realistically meet those needs; activities and services to implement these strategies; and documentation and evaluation of the outcomes of the activities and services.

Image/Awareness. Procedures should be developed and implemented for informing college faculty and staff about EOPS philosophy, the nature of its clients and services, and the regulations which guide its budget expenditures.

Program Plan. The EOPS program should develop a program plan which accurately defines and reflects activities and services.

Advisory Committee. The EOPS Advisory Committee should meet on a regular basis to assist the EOPS Director in the identification of student needs and to develop appropriate activities to meet those needs, and to assess the effectiveness of EOPS procedures and activities.

200: Outreach/Recruitment. The EOPS program should develop a written recruitment plan that includes the identification of specific target populations, specific strategies, and a system for documenting individual contacts with appropriate documentation and follow-up procedures.

700: Financial Aid. The EOPS Director should consider awarding larger EOPS grants.

Compliance with Title 5. The EOPS Director should evaluate the funding of the two Financial Aid Assistant positions to assure that it is commensurate with the level of activity devoted exclusively to EOPS functions.

The two student assistant positions in the Financial Aid office should be evaluated and clearly defined in such a manner that they are commensurate with the level of activity devoted exclusively to EOPS functions.

EOPS funding of campus tutoring should be terminated or radically restructured.

EOPS funding for all student assistant positions, with the exception of the two positions in the EOPS/Financial Aid office, should be deleted from the program plan and from all future EOPS expenditures.

College 62

100: Management

Program Administration. The EOPS Director and the EOPS Specialist should review and clarify the supervisorial aspects of the Specialist's role as Assistant Director.

Program Plan. The EOPS Director should review the 1986-87 program plan and revise it to more accurately reflect the actual EOPS-specific activities, staff positions, staff responsibilities, and funding.

200: Outreach/Recruitment. EOPS should develop a specific recruitment plan which specifies overall recruitment goals, target populations and agencies, EOPS staff to implement the plan, timelines for completion of activities, and procedures for following up recruitment contacts and evaluating recruitment efforts.

400: Counseling. Standardized forms for educational plans should be completed for each student and included in the student's EOPS file.

The scope of the Peer Advisors' role should be limited to appropriate nonprofessional advisement.

800: Staff Development. The EOPS Peer Advisors should be provided thorough pre-service training and ongoing training.

Compliance with Title 5. The following tutoring positions should be reviewed for the extent of their EOPS-specific duties and EOPS funding for these positions should be adjusted accordingly: two Tutoring Coordinators; one Outreach Instructor; over 30 tutors; those portions of regular EOPS staff time spent documenting non-EOPS activities.

The following positions which do not provide EOPS-specific, "over and above" services should be deleted from the 1986-87 program plan: two Outreach Instructors; one Instructional Assistant; five Instructional Aides.

The following Financial Aid positions should be reviewed for the extent of their EOPS-specific duties and EOPS funding for these positions should be adjusted accordingly: one Financial Aid Technician; two Financial Aid Clerks.

The Athletic Outreach positions should be reviewed for the extent of their EOPS-specific activities and EOPS funding should be adjusted accordingly.

College 63

100: Management

Program Administration. A full-time EOPS Director position should be created as soon as possible.

The college administration should place the EOPS program in a line of authority which is most functionally congruent with the purposes and the activities of EOPS.

The EOPS Director and the Financial Aid Office should continue to work together to develop an active, direct role for the EOPS Director in EOPS eligibility determination and awarding procedures.

Program Plan. The EOPS Director should prepare a 1987-88 program plan that more fully and accurately describes all EOPS activities, expected outcomes, and staff responsibilities.

200: Outreach/Recruitment. The EOPS Director should develop and implement a more comprehensive recruitment plan which specifies procedures to ensure continuity with community contacts, potential EOPS students in local high schools and community service agencies.

The EOPS Director should develop and implement a system for following up individual recruitment contacts and for documenting the enrollment of those students in the EOPS program.

300: Instructional Development. The EOPS Director should assess the tutoring needs of EOPS students and the available tutoring services on campus. Based upon this assessment, the Director should determine the most effective allocation of EOPS resources and utilization of campus resources to meet EOPS students' tutoring needs.

400: Counseling. The EOPS Director should continue to ensure and to expand documented EOPS student contact with the professional counseling staff, primarily for academic advisement and continued review of students' individual educational plans.

700: Financial Aid. The EOPS Director should consider reducing the maximum EOPS grant in order to provide EOPS direct aid to a greater number of EOPS-eligible students.

800: Staff Development. The EOPS Director should provide for ongoing training of the peer advisors, including regular participation by professional counseling and Financial Aid staff.

College 64

100: Management

Program Administration. The EOPS Director should consider maintaining EOPS services for EOPS-eligible students who are on FAP III status.

Program Plan. The 1987-88 program plan should more accurately reflect all EOPS-specific activities, staff members, and staff responsibilities.

The Preschool Aide position should be deleted from the program plan.

The Financial Aid Assistant I, Student Outreach/Financial Aid Technician, Veteran/Financial Aid Assistant/Data Entry Retrieval Operator, and two Work-Study Coordinator positions should be deleted from the program plan and budget.

Advisory Committee. The EOPS Director should reactivate the EOPS Advisory Committee and the committee should meet regularly to review EOPS program policies and activities.

200: Outreach/Recruitment. The EOPS Director should reevaluate the Summer Outreach Program and develop procedures for identifying and focusing specifically on potential EOPS-eligible students. Staff duties should be restructured accordingly.

The EOPS Director should examine the need for expanding EOPS recruitment efforts to the area's adult low-income population.

600: Special Activities. The EOPS program should work with the CARE Coordinator in the Chancellor's Office to clarify CARE eligibility criteria and to limit CARE services to EOPS/CARE-eligible students.

Compliance with Title 5. The EOPS Transition Coordinator and the EOPS counselors should limit their activities to those that are EOPS-specific.

The EOPS Director should reexamine the EOPS "over and above" services of the Academic Progress Counselor position and adjust EOPS funding accordingly.

The Financial Aid Assistant IV and Financial Aid Assistant II positions should be reexamined for the extent of their "over and above" services. EOPS funding should be adjusted accordingly.

Table 3 (cont'd)

College 65

100: Management

Program Administration. The EOPS Director should reexamine the function, interrelationships and competencies required for all EOPS job positions and redesign them to increase organizational efficiency.

Within the context of the above organizational redesign, an appropriate level classified position should be created with job responsibilities fully defined.

The EOPS Director should implement regular meetings of all EOPS staff in order to foster understanding of EOPS mission, job interrelationships and to increase communication.

Coordination with College Services. The EOPS Director should develop a management structure for supervision of all EOPS components, with particular attention to intercampus coordination.

Program Plan. The Career Counseling Instructor position should be removed from the plan.

Space. The college administration should work with the EOPS Director in potentially identifying more adequate space for the EOPS program.

Advisory Committee. The EOPS Advisory Committee should be reactivated.

400: Counseling. The EOPS Director should design and implement a structured system for student progress monitoring, including procedures for administering such a system.

Compliance with Title 5. Tutor salaries should be deleted from the plan unless the tutors perform a demonstrably unique "over and above" service.

The EOPS percentage amount of the Tutor Coordinator position should be reduced.

EOPS funding of student recruiters should be eliminated unless they perform a unique EOPS function.

The ADA generated by learning skills classes should be reviewed and EOPS funding should be reduced as appropriate.

The administrative costs related to book vouchers should be eliminated.

College 66

100: Management

Program Administration. The EOPS program should examine the extent and nature of its commitment to the publicity function.

The EOPS program should name a full-time, classified project manager responsible for the records/evaluations component and its interface with the rest of the program.

Image/Awareness. The EOPS program should more actively and effectively communicate its purposes, eligibility requirements ?and activities to the faculty and general college campus.

Program Plan. The 1987-88 program plan should more accurately reflect program activities, the number and distribution of staff, and specific staff responsibilities.

Advisory Committee. The EOPS Advisory Committee should be reactivated in line with Title 5 requirements and it should meet regularly to review EOPS program policies and activities.

200: Outreach/Recruitment. The EOPS program should develop and implement a community outreach/recruitment effort.

The EOPS program should more carefully determine the effectiveness of all EOPS recruitment efforts.

300: Instructional Development. The EOPS program should examine and strengthen its progress monitoring procedures.

400: Counseling. The AAP counselors should develop a written individual educational plan for each EOPS student.

700: Financial Aid. The EOPS program should limit itself to EOPS-specific financial aid services.

Compliance with Title 5. The EOPS program should reexamine the duties of the staff position held by the president of EOPSSDAA.

The EOPS Director should ensure that staff perform EOPS-specific duties to the full extent of their EOPS funding.

Table 3 (cont'd)

College 67

100: Management

Program Administration. The EOPS Director should carefully examine the parameters of the Facilitator's current role and reduce the scope of activities for which she is directly responsible.

Basic clerical duties should be centralized into one position.

The EOPS Director and the Financial Aid Officer should work together to develop procedures to ensure that all EOPS students are identified in a timely manner.

200: Outreach/Recruitment. A written recruitment plan should be developed which specifies all low-income target populations and agencies, recruitment objectives, EOPS staff who will implement each aspect of the plan, timelines for completion of activities, and procedures for follow-up of recruitment contacts and evaluation of recruitment efforts.

300: Instructional Development. The EOPS Director should reexamine the amount of staff time assigned to tutoring functions and adjust that time to meet actual student needs.

400: Counseling. The duties of the Peer Advisors should be more clearly specified, their lines of supervision and reporting should be more clearly established.

800: Staff Development. A formal training program should be structured and implemented for the Peer Advisors.

The EOPS Program Assistant should be provided continuing formal training in EOPS/Financial Aid eligibility regulations and procedures. This training should include participation in opportunities provided at the campus, regional, and state levels.

College 68

100: Management

Program Administration. The EOPS Director should work with the EOPS staff to clarify the priority of program goals and to foster an understanding of how EOPS grants and services and individual responsibilities, are interrelated.

The EOPS funding of the OEPS Human Development classes should be reviewed and adjusted to account for the ADA generated by those classes.

Coordination with College Services. The EOPS recruitment efforts should be coordinated with general college recruitment activities.

Space. The EOPS Director should work with the college administration to explore the possibility of consolidating adequate EOPS office space in order to facilitate the coordination and supervision of staff and communication with EOPS, particularly peer advising and tutoring activities.

200: Outreach/Recruitment. Recruitment activities should continue to be developed which will encourage enrollment of underrepresented ethnic groups from the local community.

EOPS recruitment should be reactivated in those local high schools where if was discontinued this year.

300: Instructional Development. The guidelines for EOPS tutors should be reactivated.

400: Counseling. The roles and activities of the Peer Advisors should be reviewed and guidelines which set the parameters of their responsibilities should be reestablished.

700: Financial Aid. The EOPS Director and the Financial Aid Officer should continue to explore the possibility of distributing EOPS grants more frequently throughout the semester rather than issuing a single check for remaining funds at the end of the semester.

800: Staff Development. A comprehensive training program for Peer Advisors should be developed and implemented. This training should include information about the appropriate limits and techniques of advisement, basic information about financial aid procedures, EOPS and Title 5, and other campus-based student services.

Structured training for EOPS tutors should be provided, making them more aware of the backgrounds and needs of EOPS students.

Compliance with Title 5. The Financial Aid Assistant and the Financial Aid Secretary positions should be deleted from the EOPS program plan.

The extent of EOPS "over and above" services performed by the EOPS student assistant in the Transfer Center should be reviewed and EOPS funding should be adjusted accordingly.

Table 3 (cont'd)

College 69

100: Management

Program Administration. The current EOPS guidelines should be followed in determining EOPS eligibility. Further, efforts should be made to reconsider EOPS eligibility for those students who have been excluded from the program because of residency status.

200: Outreach/Recruitment. The EOPS Director and the high school liaison should develop a system for documenting and following up on individual recruitment contacts.

400: Counseling. The EOPS Director should work with the college administration to hire an additional EOPS counselor.

600: Special Activities. EOPS payment of child care services should be made directly to the provider of those services.

Compliance with Title 5. The responsibilities of the EOPS Secretary position should be limited to categorical programs.

All EOPS grant awards should be reviewed and those that exceed $850 should be adjusted in line with Title 5 regulations.

The EOPS Director should limit her EOPS counseling services to EOPS-eligible students.

EOPS should limit its support of tutoring activities to those services that are "over and above" those funded by the district.

The position of LRC Coordinator should be deleted from the EOPS plan and budget.

College 70

100: Management

Program Administration. The EOPS Director should continue to work with campus and district administration to provide EOPS with a campus Student Information System terminal.

Space. The EOPS Director and the college administration should identify and secure appropriate working space for the EOPS program.

Advisory Committee. An EOPS Advisory Committee should be established to include EOPS staff, college staff and students, and appropriate representatives of community and business sectors and it should meet on a regular basis throughout the year.

200: Outreach/Recruitment. The EOPS Director and the Recruitment Coordinator should develop a written recruitment plan that addresses the underrepresented populations within the service area.

300: Instructional Development. The EOPS Director and the college administration should work together to secure adequate resources for the Tutorial Assistance Program.

700: Financial Aid. The EOPS Director, the Financial Aid Director and the Dean of Student Affairs should work together to facilitate the identification of EOPS-eligible students and to clarify the financial aid appeals procedures.

Compliance with Title 5. The EOPS counselors should limit their services to EOPS-eligible students.

Table 3 (cont'd)

College 71

100: Management

Program Administration. The college should examine the relationships between the EOPS Director and campus staff, examine the negative impact on the EOPS program and determine appropriate remedial actions.

Program Plan. The EOPS Director should develop a program plan that accurately reflects EOPS activities, objectives and staff responsibilities. This process should include the input of those EOPS staff members who participate in each component.

200: Outreach/Recruitment. EOPS should develop a written recruitment plan that includes the identification of specific target populations, specific strategies for reaching them, EOPS staff responsibilities, a system for documenting contacts and appropriate follow-up procedures.

700: Financial Aid. The EOPS Director should establish written criteria for the distribution of all EOPS direct aid beyond the initial financial aid package.

800: Staff Development. The EOPS Director should develop job descriptions for all staff and implement a systematic staff training program.

Compliance with Title 5. The Instructional Aide position should be deleted from the EOPS plan and budget.

College 72

100: Management

Program Administration. The EOPS Director should work with the EOPS Counselor/Coordinator to clearly define the limits of the Counselor/Coordinator's role and the duties within that role.

The EOPS Director should hold regular staff meeting which involve all EOPS staff.

The EOPS Director should ensure that status information compiled by the Financial Aid office on EOPS students be transmitted to and used by the EOPS staff.

The EOPS Director should clarify the lines of supervision and reporting for the EOPS clerk.

Image/Awareness. EOPS should initiate procedures to foster greater awareness about EOPS services among college faculty, staff, and students.

Space. The EOPS Director and the college administration should separate the Career Center offices from the EOPS/CARE offices.

Advisory Committee. The EOPS Advisory Committee should be reactivated and should meet regularly to review EOPS program policies and activities.

200: Outreach/Recruitment. EOPS recruitment activities should be clearly focused upon potentially eligible EOPS students in local high schools and community service agencies.

400: Counseling. EOPS should design and implement a system for ensuring regular and frequent contacts between EOPS students and the EOPS counselor and timely follow-up procedures on those contacts should be established.

Compliance with Title 5. The EOPS Counselor/Coordinator should reduce the extent of his non-EOPS activities to bring the position in line with Title 5.

The EOPS Director should limit the services of the EOPS clerk to EOPS activities.

The CARE Coordinator's time and services should be limited to EOPS/CARE activities.

Appendix A

EOPS Programs Reviewed in 1986-87

EOPS Programs Reviewed in 1986-87

Region I

Butte College

Region III

Contra Costa College
Los Medanos College
Marin College

Region IV

Foothill College
Gavilan College

Region V

Bakersfield College
West Hills College
Fresno College

Region VII

Compton College
Los Angeles City College
Los Angeles Trade Technical College

Region VII

Long Beach College
Saddleback College

Region IX

Cerro Coso College
Mt. San Jacinto College
San Bernardino Valley College

Region X

Grossmont College
MiraCosta College
San Diego Mesa College
Imperial Valley College

Appendix B

Operational Program Review Procedures

(Abbreviated)

OPERATIONAL PROGRAM REVIEW HANDBOOK

(FOR TEAM MEMBERS A, B, AND C)

This handbook will explain the purposes and procedures of the Operational Program Review (OPR). It is designed to familiarize OPR team members with the review process and insure that the site visits run smoothly and effectively. The handbook is divided into three parts: an overview of the OPR process; a description of the composition of the three-person OPR team and the general responsibilities of each team member; and a tentative schedule for the program review. In addition, there are supplemental sections for each team member; these describe the specific duties each will perform as a part of the OPR process, and contain samples of OPR forms and other relevant materials.

I: OVERVIEW

The Operational Program Review has two purposes:

1. To provide formative evaluation information to EOPS directors, and
2. To provide data for systemwide descriptions of the EOPS program.

To accomplish this, the review will examine program activities and accomplishments using the EOPS program application as a guide. Specifically, the OPR will address the questions: what has the program accomplished to date; what are the characteristics of EOPS students; what activities are currently being conducted and how do these compare with the program plan; and what recommendations might be made to improve program effectiveness?

The OPR will typically take three days. The OPR team will engage in a variety of activities including interviews with staff members and students, review of documents, direct observation of EOPS program activities, and informal discussions with individuals knowledgeable about the EOPS program.

EEA, Inc.--1986

The OPR results will be communicated in three ways:

1) A summary of team members' impressions and specific recommendations will be shared with the local program staff and college administrators at an exit interview.

2) A typed summary of findings and recommendations is sent to the college.

3) Subsequently, a full written report detailing findings and recommendations will be submitted to the individual college and an information copy will be sent to the CCC Chancellor's Office.

II: COMPOSITION AND RESPONSIBILITIES OF THE OPR TEAM

An Operational Program Review team is made up of three individuals.

Team Member A, who will function as the team leader, will be responsible for the qualitative review of EOPS activities and accomplishments. This individual will be an external evaluator/consultant with experience in naturalistic research. Relying primarily on questionnaires, observations and interviews, Team Member A will accumulate interview information that sheds light on the program's strengths and weaknesses. Team Member A will be responsible for preparing a narrative section for the final report. This team member will serve as team leader and will have responsibility for compiling the final report.

Team Member B will be an EOPS director from another college. Team Member C will be a representative from the Chancellor's Office. Team Members B and C will share responsibilities for the Program Activity Review which documents the implementation of EOPS program activities and accomplishments. They will divide the responsibility for interviewing staff and examining records to compare actual activities with the program plan.

While each of the team members has a slightly different responsibility, the success of the OPR depends upon close coordination and interaction among them. The team will meet regularly during the course of the site visit,

including informal discussions during the day and formal, structured meetings in the morning or evening. Team members have separate responsibilities, but their final product is a single assessment which embodies their combined insight into the EOPS program.

III: TENTATIVE SCHEDULE

Team members arrive the evening prior to the OPR and will have their initial team meeting that night. The first activities on campus the next day include an Informal Introduction of the team to the EOPS director and program staff, a Planning Meeting with the program director alone, and a general orientation to the college and the EOPS program. The remainder of the site visit is devoted to interviews, observations, and review of documents. There will be formal or informal meetings of the team interspersed as necessary. The exit interview takes place on the morning of the final day, and the OPR team returns home that evening.

FURTHER GUIDELINES
FOR **TEAM MEMBER A**

(Excerpted and Edited)

INTRODUCTION

These guidelines are to help you prepare for the OPR site visit and to give you some general directions for carrying out the evaluation of the EOPS program once on campus.

In your evaluation you will be focusing on the accomplishments of the program. Specifically you will want to inquire about:

(1) The way in which the program operates and whether this is "appropriate" given the needs of the target population, the available staff and monies, the time available, and similar considerations. Most of the questions about program operation should be directed to staff.

(2) The way in which individuals experience the program. In other words, what impact does the program have on its participants? Thus, most of these queries will be directed to students.

PREPARATION FOR THE OPR

Before arriving at the site you will receive by mail a copy of the official program plan and two sets of questionnaires filled out by faculty, staff and students (copies of these questionnaires are attached). You should use all three information sources to prepare for your on-site evaluation.

Program Plan

What to do:

*Read the program plan thoroughly to familiarize yourself with program goals and terminology (i.e., local names for generic programs).

*While reading the plan make brief notes of the kinds of activities which have been planned for each component (e.g., "Management", "Outreach", "Recruitment", etc.). Write short questions to yourself if part of the program, as described in the application, is unclear or if its intent is vague to you. Similarly, if some aspect of the program seems particularly interesting, unique, or well thought out, you should make note of this as well.

*Make sure that you read through the Table of Organization which will be included with the plan. Use this to help you identify who will be the best person (or staff position) to answer your questions about the different aspects of the program noted above. You will be able to set up interviews with these individuals at the morning session of the first day of the site visit.

EEA, Inc.--1986

Questionnaires

What to do:

*Divide the questionnaires into two piles: faculty/staff and students.

*Analyze the questionnaires as follows:

1) Faculty/Staff tally: Use Form C-1 (attached) and tally the number of faculty and college staff responding to the questionnaire in terms of their "primary area of responsibility." Do the same for EOPS staff. Then number (on the questionnaire) each respondent by subgroup (e.g., "Administration #1", "Administration #2", "Counseling #1', etc.).

2) Student tally: Use Form C-2 (attached) and tally the number of students responding to the questionnaire in terms of their "major area of study." Then number (on the questionnaire) each respondent by sub-group (e.g., "Biology #1", "Biology #2", "Business #1", etc.).

*For both the faculty/staff and the student tallies, please be sure to answer the questions (at the bottom of the forms) that have to do with how representative your groups of respondents are likely to be. The objective is to see how broad a range of viewpoints are contained in the questionnaires, and whether bias might result because one subgroup is under- or over-represented. If bias is suspected, you will want to make a point of soliciting other points of view when on campus.

Analysis of Questionnaire Responses

What to do:

*Read each questionnaire response carefully.

*Use Forms C-3 and C-4 (attached) to summarize the responses to the questionnaires.

*In the left-hand column of Forms C-3 and C-4 place respondents together by sub-group as determined prior to the OPR. (That is, try to keep all the counseling staff responses together, etc.) Enter the names of the respondents in the appropriate row of the grid if they have signed their questionnaire.

*Summarize each respondent's answer to all five questions in only a word or phrase and enter in the appropriate blank squares of the grid. (You may leave some squares empty if the respondent did not address the question.) It is helpful if you place an asterisk by comments that seem particularly interesting or potentially worthy of follow-up.

*When you have finished summarizing the responses read through all the grid entries. In doing this there are two things to look for:

-Patterns-

For example,

Do you find that most of the respondents answer a question in much the same way? In other words, is there unanimity in how all students experience a program activity or in the good or bad things all staff members say about how a program component works?

Are there differences in how subgroups of EOPS staff or students view an issue or component? Are EOPS staff, as an example, happy about a program component and students dissatisfied? Or, does one sub-group of staff say one thing about a component and a second sub-group yet another?

-Unique Items-

Responses which are unique because they describe an activity not mentioned elsewhere.

Responses which are unique because they offer a different perspective on some activity than has been mentioned by anyone else.

*Jot down any patterns or unique perspectives you have noticed.

*On the basis of your analyses of the questionnaires (and of the questions you have posed when you read the program application) make a list of the kinds of issues (activities, points of view) you wish to discuss with persons on site and a tentative list of staff and students who would seem best suited to answering your queries. If there are specific people to whom you would like to speak, coordinate this request with the local EOPS Director during the Planning Meeting the first morning of the site visit.

*Think about the questions you wish to raise in each of the interviews you will schedule. These interviews are meant to help you probe the issues you have identified as being important for program staff. You will want to focus on how they feel the program operates and whether it does so in appropriate ways. Typical questions might include: "Do you think you are reaching the potential EOPS population?"; "Have you developed the most suitable counseling (outreach, recruitment, etc.) strategy for your areas?" For <u>students</u> you are primarily interested in how they experience the program and what impact it seems to be having on their academic and personal lives. The following are typical questions: "How did you get into the EOPS program?"; "Would you have gone to college without the EOPS program?"; "Have you done better in school than you would have without EOPS?"; "How has the EOPS program helped you in college?"

EEA, Inc.--1986

REMINDER:

For the site visit you will have:

1) The program application (with its Table of Organization).

2) Two sets of questionnaires.

3) Forms C-1 and C-2 listing the subgroups of questionnaire respondents and how many of each responded.

4) Forms C-3 and C-4, analyzing the questionnaire responses for students and faculty/staff.

5) A list of the kinds of issues (activities, points of view) which you wish to raise while on site with a corresponding list of any program personnel or students you especially wish to interview.

DURING THE SITE VISIT

Team Meeting. The night before the site visit is scheduled to begin, the team typically will get together to meet each other, review the schedule for the site visit, and discuss individual responsibilities. You will run this meeting as well as supervise all of the activities during the site visit. This would also be an appropriate time to solicit any further background information which other team members may have about either the community college being visited or the EOPS program itself.

Informal Introduction. The EOPS director will schedule a coffee hour (30 minutes) to provide you and the team with an opportunity to meet the EOPS Staff and chat informally. This low-key introduction to the program will give the team an opportunity to establish friendly contact with members of the staff.

Planning Meeting. The first formal on site activity is a meeting between all three team members and the EOPS director. One purpose of this meeting is to determine which students and staff members should be interviewed by Team Members B and C to gather the information that is desired for their part of the OPR review. During this meeting, you as team leader will:

*Review the Site Visit Packet page by page with the EOPS director.

*Fill in the names on the Table of Organization.

*For each proposed EOPS activity, determine where the information can be obtained and whom should be interviewed.

*Work with Team Members B and C to develop an interview schedule for the rest of the site visit.

You (and/or Team Members B and C) will also:

EEA, Inc.--1986

*Review with the EOPS director the program's accomplishments for each component during the prior academic year.

*Review with the EOPS Director the demographic characteristics of currently enrolled EOPS students.

In terms of your qualitative evaluation role, you should use this phase of the OPR to do five things:

1) Get a first-hand overview of the EOPS program from its director. Team Member A should jot down any issues or questions which emerge from the Director's presentation regarding program activities, staff, community attitudes, and the like.

2) Discuss with the EOPS director the list of people to whom he sent the questionnaires. Assess with him/her just how representative the group of returned questionnaire might be of:

(a) the original group to whom questionnaires were sent, and
(b) the entire group of personnel and students who are connected with the EOPS program.

3) Coordinate with the EOPS director your own schedule of staff and faculty interviews from the questionnaire responses, so that these people will be available later during the site visit.

4) Meet with a program secretary or administrative assistant to arrange scheduling. This time should also be used to discuss informally with him/her general aspects of the EOPS program ("What's it like here?"; "How's it going?") as well as more particular things to be on the lookout for ("The students complain all the time about the counseling center.")

5) Obtain from the secretary a complete list of EOPS students that you have been scheduled to interview. Ask about the basis for selecting students and if there is a concern about representativeness make a selection of additional students from a full list of the college's EOPS students. In addition, there may be students that you want to interview based on their questionnaire responses. Ask the secretary to arrange these interviews for you.

Campus Orientation. All members of the site visit team will be given a tour of the campus. Use this opportunity to observe and to ask questions about the kind of students being served by the campus, any differences between EOPS students and others on campus, the reputation of the school and the EOPS program, housing for the EOPS program and other signs of administration support or disfavor, etc. In this informal question-asking you are really trying to get a "feel" for the campus and campus life. This will allow you to assess the strengths and weaknesses of the EOPS program in its larger administrative and collegiate context.

Gather and Record Data. Most of your time during the site visit will be taken up by staff and student interviews. Conducting these interviews will be

your primary means of collecting the kind of qualitative data about the operation of the program and its impact which is so important for the final report.

Prior to conducting the interviews, remind yourself about the issues and activities you have identified as being important and why you want to talk with each of the scheduled interviewees. Take notes during your interviews and tape-record all those possible. If new topics arise during the course of these interviews which seem pertinent, arrange to talk to others about them.

Be sure to reconvene with Team Members B and C at least twice each day of the site visit to review your early findings and the progress of your efforts. Compare what you are learning with what the others are ascertaining. Changes in either the types of questions you are asking or in the categories of people you are interviewing may follow from this.

From the notes of your numerous interviews, your informal observations with program staff, and your observations on campus you should be able to start "filling in the blanks" to the questions and issues posed both before and during the site visit. That is, you should quite deliberately take your data and pair it with the list of issues (activities, points of view) jotted down earlier. In this way, the major foci of your evaluation and the resulting information will be placed together in one place. You can use this in your periodic updates of Team Members B and C, and for the purposes of writing your final report.

Preparing for the Exit Interview. After all data is collected, the whole OPR team will meet to compose a brief summary of findings and prepare formal recommendations for the exit interview.

Pre-Exit and Exit Interview. You, as Team Member A, will be responsible for discussing general findings and specific recommendations in both the pre-exit interview with the EOPS Director and the more formal exit Interview. Other team members may be called upon to comment on certain issues raised during their part of the evaluation.

FOLLOWING THE SITE VISIT

Executive Summary. You, as Team Member A, are responsible for compiling the general findings and recommendations reported at the exit interview into an executive summary. A typed copy of this executive report should be mailed to the college's EOPS director within one week of the end of the site visit.

Final Report. Remember: The purpose of your efforts in the qualitative report is to comment on the program's accomplishments. Specifically, you want to know--based on your observations and your interviews with staff and students--how the program is operating and how individuals experience it. In other terms, is it working "right", and is it making a difference in participants' lives? These may seem very elusive questions (as, indeed, they are), but if you have followed the steps discussed previously, you will have a great deal of material with which to answer these questions. Your task is not to come up with "facts and figures" about the program and its day-to-day operation, but rather to develop a sense of what the program is like for its participants. You must also recognize, however, that there may not be one way that the project

"is" for its participants. People respond to the same set of circumstances in quite dissimilar ways. Part of what you must do is characterize any of these differing points of view, and give them a "voice" in the overall evaluation. When there is unanimity of feeling this, too, must be expressed.

For the final report you should use the following outline:

1) Orientation: This is a brief overview which describes the site and the EOPS facilities and staff. It provides the context for the more specific issues raised by your analysis of the EOPS program application, the questionnaires, and the interviews. This section should be not more than one or two pages.

2) Methods Used in the Qualitative Evaluation: You may wish to use the appended form for this section of the report. You will need to fill in the relevant information as called for.

3) Findings: In this section you will want to list and characterize any patterns you found in your earlier analysis of the questionnaires. You will also want to specify any unique aspects of the program. Program strengths and limitations as seen by participants are also important, as are any disagreements you uncovered. What are the prevalent attitudes and perceptions of program participants?

*Try to be specific. If all participants are excited by the orientation procedures that EOPS has developed, so state. Similarly, if staff feel that counseling services are not reaching the right population, this should be mentioned as well as any suggestions of why this might be the case.

*Use your main questions identified during the site visit as the major sub-headings in this sections of the report.

*Use the interview and observation notes you have collected to frame a narrative which both summarizes those notes and addresses as thoroughly as possible the issues posed.

*Be sure to qualify your reports as necessary. For example, if your student interviews are almost exclusively with first-year students whose knowledge of the benefits of the program (you suspect) may necessarily be limited, be sure to so state.

*In your write-up, make an effort to use direct quotations from staff or students whom you interviewed, especially selecting quotations which epitomize a point of view or otherwise succinctly state what a number of people appear to be thinking. These citations should indicate the nature of the person making the comment (e.g., "a staff member") but should not name the individual.

*Above all, try to write objectively and fairly about what you have seen and been told.

EEA, Inc.--1986

FURTHER GUIDELINES
FOR TEAM MEMBERS B & C

(Excerpted and Edited)

INTRODUCTION

As a college EOPS administrator (Team Member B), you can offer specific program-related experience that none of the other team members may possess. As Team Member C, a representative of the Chancellor's Office, you have particular knowledge of EOPS regulations and guidelines. You will both share responsibilities for examining program activities, comparing actual program results with planned objectives, and developing recommendations for improving program activities in the future.

Most of your duties take place during the site visit, but some pre-visit planning is required as well.

PREPARATION FOR THE OPR

Approximately four weeks prior to the site visit, you will have opportunity to examine the Site Visit Packet and a "Guide to Using the OPR Site Visit Packet." Study them carefully. The Site Visit Packet will contain:

*A copy of the college's entire EOPS program plan.

*OPR forms for recording your observations and comments.

Read the program's activity descriptions and the output objectives and outcome objectives for each. You should be familiar with the program before you arrive on site.

DURING THE SITE VISIT

You (Team Members B and C) share responsibility for the structured Program Activity Review of the program's activities. Following a team meeting to review schedule and responsibilities, your on-site activities will include:

*Informal introduction to become acquainted with staff.

*Planning meeting with EOPS director to review program data and to determine interview sources.

*Campus orientation with a tour of campus and introduction to college administrators.

*Interviews with students and staff to gather and record data.

*Team meetings to prepare final recommendations.

EEA, Inc.--1986

*Exit interviews with EOPS director and college administrators.

Your duties with respect to each of these activities will be described in the next sections. Also, look at the site visit schedule that is included with the "OPR Handbook" to see how they fit together.

First, the EOPS director will have scheduled an informal introduction and coffee hour (30 minutes) to provide you and the team with an opportunity to meet the EOPS staff and chat informally. This causal introduction to the program will give the team an opportunity to establish friendly contact with members of the staff. It is important that all three of the team members be recognized by program personnel, and this is an efficient and non-threatening way to accomplish this goal.

The next activity is a planning meeting with the EOPS director. During this meeting the team and the director will review in detail the Student Population and Students by Component sections using Parts 1 and 2 of the OPR forms. (See "Guide to Using the OPR Site Visit Packet" for instruction on how to complete Parts 1 and 2.) The OPR team also will go through the program application with the director to determine interview sources for each program component and activity. Remember, your responsibility during the OPR is to determine if each activity/ function has been accomplished, so you will want to specify in this meeting which staff members to interview to obtain this information. For some objectives, the EOPS director will be the person who can provide you with the necessary information; for others, it may be other staff members, students, counselors, etc.

This part of the planning meeting might be conducted as follows:

*Describe your desire to interview those persons who have responsibility for, or are particularly knowledgeable about, the different activities.

*Review the Site Visit Packet page by page with the EOPS director.

*For each activity, determine where the information can be obtained and who would be the best person to discuss it with.

*Ask the Director to schedule interviews. (These arrangements might be made by the program secretary while the team is touring the campus.)

There is a lot of information to be obtained during the site visit, and careful scheduling will ensure that nothing is omitted. While you need not establish a rigid agenda for the entire site visit, it is better to schedule the important interviews in advance. This will ensure that all of the critical contacts are made.

After the planning meeting, the team should get together to assign interview tasks, dividing the responsibility between Team Members B and C. (Note: the first informational interview with EOPS director should be conducted by both Team Members B and C.)

EEA, Inc.--1986

The next activity is a general campus orientation. All three team members participate in the orientation activities together. These include a tour of the campus, an introduction to and a short interview with the college president, seeing the EOPS facilities, etc.

While Team Member A begins his/her qualitative review, Team Members B and C begin to gather and record data. They first conduct a formal interview with the EOPS director. Using the Site Visit Packet as a guide, the Director will be asked to provide information about all of the topics on which he/she was earlier identified as the most appropriate informant. For example, the director will probably be the person who has the most information about the management component (100). Proceed through all program components discussing those items that are directly within the director's knowledge. (A more thorough description of how to gather these data and how to record information will be found in the step-by-step "Guide to Using the Site Visit Packet." Reviewing this document carefully before the site visit takes place will make the data-gathering forms easier to use.)

After the EOPS director interview has been completed, Team Members B and C continue to gather and record data by independently interviewing other staff members and students who have information about program activities. You should be compiling information about students, staff, program activities, and accomplishments. You should also be recording information that helps to explain your observations and your thinking about suggestions for improvement. The interviews provide information about discrepancies between proposed and actual levels of service and offer useful insights into the way services have been delivered.

Remember that your interviews and observations should also touch on two other OPR concerns: staff allocations and student services by program component. As you talk with EOPS staff, ask about how they divide their time among their different program responsibilities and about the number of students served by each program component (estimates or, if available, specific figures). This information will provide the substance of Parts 3 and 4 of your Site Visit Packet. (The completion of these forms is discussed in detail in "Guide to Using the OPR Site Visit Packet.")

Finally, a second interview with the EOPS director typically will be scheduled for Team Members B and C, for the late afternoon of the second day of the site visit (see Tentative Schedule). At this meeting you will complete any missing "pieces" of Part 4 (Staff Allocation). If time permits, you can also use this interview to discuss any other issues or concerns that have emerged in your interviews to that point.

Not all of the information that is necessary to complete the Site Visit Packet will be obtained from interviews. In addition to these, you will also examine records, review program documents, and observe program activities and services as appropriate.

As the site visit continues, there should be formal and informal team meetings to share impressions, make adjustments in plans, and discuss tentative recommendations. These may occur during the evening or at lunch or early in the afternoon. The purpose of such meetings is to compare impres-

sions, determine if there are significant discrepancies in team member observations, and suggest areas for more intensive review. For example, if you discover a significant discrepancy between planned level of counseling and the actual number of hours of counseling services that were provided, this might suggest that Team Member A take a broader look at the counseling component. Such meetings are important. Sharing insights and concerns early on will allow team members to redirect their attention into areas that warrant further scrutiny.

After the team members have completed their individual activities, you will meet to prepare formal recommendations for the exit interview. During this meeting, Team Members B and C should review the Site Visit Packet, page by page, discussing the data gathered. Tentative recommendations will be compiled into a single final list by Team Member A. The team should also prepare a one to two page written summary of your general impressions about the EOPS program. This brief narrative description will be included in the final OPR report, so all three team members should concur on what is included. It should summarize your general conclusions about the accomplishments of the program, its areas of weakness, and any special circumstances that are worthy of note. Listing positive characteristics is important since it serves to reinforce the strengths of the EOPS program and complements the specific recommendations for improvement. This list of recommendations will also be included in the final report.

The last activity during the site visit is the exit interview. (This is typically preceded by a pre-exit interview with the director.) At this time the team will share their general impressions and specific recommendations with the college president, the college administrator who supervises the EOPS director, the EOPS director him/herself, and other senior program staff at the director's discretion. You may be called on to offer comments on certain topic areas that were delegated to you at the planning meeting.

Form C-1: Faculty/ Staff Tally by "Primary Area of Responsibility"

Faculty and College Staff:

Primary Area of Responsibility	Number of Respondents*
Math/ Science	
English/Language	
Vocational Education	
Health/Physical Education	
Social Science	
Fine Arts	
Student Services	
Administration	
Other	

EOPS Staff:

Primary Area of Responsibility	Number of Respondents*
Tutoring	
Counseling	
Administration	
Outreach	
Other	

* Are there sub-groups of staff apparently not represented in the set of questionnaires you received?

____ Yes ____ No

If "Yes", what sub-groups are not represented (or are under-represented)? _____

_____

Form C-2: Student Tally by "Major Area of Study"

Major Area of Study	Number of Respondents*

* Are there sub-groups of students apparently not represented in the set of questionnaires you received"

____ Yes ____ No

If "Yes", what sub-groups are not represented (or are under-represented)? _____

Form C-3: Grid for Analyzing Faculty/Staff Questionnaire Responses

Respondents	Question# 1 In what ways do you feel the EOPS project has been of greatest benefit to students?	2a Describe one part of the EOPS project here that you feel works well	2b Why do you think it's effective?	3a Describe one part of the EOPS project here that is in need of improvement.	3b Why do you think it needs to be improved?
P.A.R.:* _____ Name: _____					
P.A.R.: _____ Name: _____					
P.A.R.: _____ Name: _____					
P.A.R.: _____ Name: _____					
P.A.R.: _____ Name: _____					
P.A.R.: _____ Name: _____					
P.A.R.: Name:					

*P.A.R. = Primary Area of Responsibility

Form C-4: Grid for Analyzing Student Questionnaire Responses

Respondents	Question # 1	2a	2b	3a	3b
	In what ways do you feel the EOPS project has been of greatest benefit to students?	Describe one part of the EOPS project here that you feel works particularly well.	Why do you think it's effective?	Describe one part of the EOPS project that is in need of improvement	Why do you think it needs to be improved?
M.A.S.* _____ Name: _____					
M.A.S. _____ Name _____					
M.A.S. _____ Name: _____					
M.A.S. _____ Name: _____					
M.A.S _____ Name: _____					
M.A.S. _____ Name: _____					
M.A.S. _____ Name: _____					

* M.A.S = Major Area of Study

Appendix C

Student Demographic Data, Educational Goals,
and High School Graduation Status
of the
1984-85, 1985-86 and 1986-87
EOPS Student Populations

Student Educational Goals
and High School Graduation Status
of the 1984-85 EOPS Student Population

	Educational Goals						High School Graduation			
	Total	Vocational	Basic Skills	Transfer	Undecided	Other	High School Diploma	Equivalent	Non-Graduate	No Data Available
College 1	539	172	0	352	18	9	469	9	73	0
College 2	221	19	21	64	3	0	149	17	50	5
College 3	170	41	12	69	16	0	123	21	26	0
College 4	670	24	209	104	261	6	445	22	55	98
College 5	74	6	0	3	2	0	55	8	10	1
College 6	111	8	1	18	4	0	13	12	6	0
College 7	460	155	22	260	23	0	440	15	5	0
College 8	331	12	5	97	3	0	164	14	16	202
College 9	**	**	**	**	**	**	**	**	**	**
College 10	312	103	3	209	0	0	284	9	19	0
College 11	1024	5	5	24	2	2	796	130	86	13
College 12	98	7	0	79	8	37	82	0	4	12
College 13	1084	**	**	**	**	**	**	**	**	**
College 14	290	29	38	87	13	0	174	19	66	31
College 15	276	**	**	**	**	**	**	**	**	**
College 16	274	13	43	37	7	0	**	**	**	**
College 17	541	27	46	101	2	8	199	199	142	1
College 18	492	56	30	145	17	0	354	37	93	8
College 19	100	44	6	29	13	0	67	11	0	24
College 20	210	108	16	66	20	0	154	26	24	6
College 21	258	74	31	141	10	2	194	26	13	25
TOTAL	7535	903	488	1885	422	64	4162	575	688	426
%		24%	13%	50%	11%	2%	71%	10%	12%	7%

**College unable to provide data.

Student Educational Goals
and High School Graduation Status
of the 1985-86 EOPS Student Population

	Educational Goals						High School Graduation			
	Total	Vocational	Basic Skills	Transfer	Undecided	Other	High School Diploma	Equivalent	Non-Graduate	No Data Available
College 22	441	76	54	311	0	1	334	14	85	8
College 23	116	4	0	10	1	0	87	10	19	0
College 24	1212	65	175	5	17	0	**	**	**	**
College 25	229	6	2	37	1	1	**	**	**	**
College 26	154	113	31	4	6	0	112	0	42	0
College 27	215	6	14	132	2	0	200	2	0	13
College 28	115	3	2	6	0	0	10	2	0	0
College 29	125	9	13	45	6	3	54	18	9	0
College 30	176	**	**	**	**	**	121	27	28	0
College 31	326	35	28	103	4	2	78	17	21	210
College 32	479	138	95	210	34	2	203	127	0	149
College 33	365	91	0	181	61	16	235	14	16	0
College 34	315	221	10	78	3	0	225	50	32	8
College 35	666	15	31	84	3	0	**	**	**	**
College 36	50	10	6	19	9	0	40	7	3	0
College 37	189	38	4	131	10	0	135	26	28	0
College 38	431	50	145	244	11	1	340	21	70	0
College 39	49	11	0	32	0	6	37	3	9	0
College 40	627	273	178	82	77	18	384	81	134	28
College 41	24	1	2	7	1	0	**	**	**	**
College 42	33	8	3	20	2	0	**	**	**	**
College 43	125	55	7	60	3	0	78	28	14	5
College 44	131	40	20	71	0	0	103	14	14	0
College 45	21	2	0	13	0	0	20	1	0	0
College 46	54	9	12	31	0	0	40	5	9	0
College 47	105	4	27	74	0	0	93	8	4	0
College 48	434	17	16	49	1	0	57	6	25	346
College 49	420	56	36	144	18	2	175	30	51	0
College 50	162	42	33	74	6	2	109	21	2	30
College 51	182	22	46	102	12	0	130	20	31	1
TOTAL	7971	1420	990	2359	291	54	3400	552	646	845
%		28%	19%	46%	6%	1%	62%	10%	12%	16%

**College unable to provide data.

Student Educational Goals
and High School Graduation Status
of the 1986-87 EOPS Student Population

		Educational Goals					High School Graduation			
	Total	Vocational	Basic Skills	Transfer	Undecided	Other	High School Diploma	Equivalent	Non-Graduate	No Data Available
College 52	131	18	15	52	4	1	70	23	26	7
College 53	455	44	64	183	12	1	333	**	**	**
College 54	523	107	57	165	194	0	368	56	99	0
College 55	123	5	8	30	0	0	120	1	0	2
College 56	273	128	0	143	1	1	196	40	37	0
College 57	334	56	50	151	15	0	272	9	43	10
College 58	686	43	58	155	12	0	508	57	115	6
College 59	131	56	28	0	41	6	55	10	49	17
College 60	743	8	19	35	3	4	**	**	**	**
College 61	225	60	59	106	0	0	186	17	19	3
College 62	246	77	30	133	6	0	182	42	22	0
College 63	145	30	15	128	0	20	172	0	21	0
College 64	439	170	95	162	12	0	300	44	95	0
College 65	458	315	1	123	18	1	305	53	99	1
College 66	2123	45	430	390	1031	227	1623	152	220	128
College 67	52	4	0	25	2	0	45	4	3	0
College 68	320	99	52	131	38	0	200	43	70	7
College 69	97	11	8	52	12	1	80	7	10	0
College 70	438	50	7	289	28	64	308	21	21	88
College 71	93	13	4	32	3	1	42	3	8	0
College 72	169	56	13	62	5	33	126	11	16	16
Total	8204	1395	1013	2547	1437	360	5491	593	973	285
%		21%	15%	38%	21%	5%	75%	8%	13%	4%

Student Demographic Data
of the 1984-85 EOPS Student Population

		Gender		Age						Ethnicity					
	Total	Male	Female	-18	18-21	22-25	26-30	31-35	36+	White/ Caucasian	Black	Hispanic	Asian/Pacific Islander	Native American	Other/Decline To State
College 1	539	238	301	14	223	102	90	46	62	40	321	40	123	6	21
College 2	221	91	130	0	79	49	38	27	28	109	22	7	78	3	2
College 3	170	45	125	1	54	23	35	27	30	100	33	14	10	6	6
College 4	670	352	318	0	270	163	109	56	72	143	124	61	231	11	100
College 5	74	31	43	0	7	15	15	10	27	39	1	7	15	2	10
College 6	111	68	43	0	21	19	25	23	23	55	4	11	37	4	0
College 7	460	228	232	5	165	120	74	52	44	133	25	57	237	4	4
College 8	331	181	150	3	189	62	34	18	25	173	33	16	81	4	24
College 9	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
College 10	312	169	143	0	128	81	53	25	25	104	16	19	140	0	33
College 11	1024	476	548	5	418	235	136	78	153	805	39	34	99	8	40
College 12	98	56	42	2	57	19	11	3	6	6	1	7	84	0	0
College 13	1084	477	607	30	339	229	197	133	156	434	43	206	347	22	32
College 14	290	126	164	1	147	51	39	23	29	66	42	145	35	2	0
College 15	276	112	164	1	51	51	65	65	42	37	11	192	17	17	2
College 16	274	147	127	8	92	32	40	52	50	19	27	52	160	3	13
College 17	541	294	247	25	298	176	25	13	4	38	18	27	444	2	12
College 18	492	224	268	1	126	141	103	72	49	189	37	192	64	9	1
College 19	100	25	75	0	10	27	14	19	29	64	11	5	10	5	7
College 20	210	54	156	1	42	39	55	37	36	85	60	31	21	4	9
College 21	258	61	197	0	28	39	66	55	70	182	27	42	4	1	2
TOTAL	7535	3455	4080	97	2744	1675	1224	834	960	2821	895	1165	2237	113	318
%		46%	54%	1%	36%	22%	16%	11%	13%	37%	12%	15%	30%	1%	4%

**College unable to provide data.

Student Demographic Data
of the 1985-86 EOPS Student Population

	Total	Gender		Age						Ethnicity					
		Male	Female	-18	18-21	22-25	26-30	31-35	36+	White/ Caucasian	Black	Hispanic	Asian/Pacific Islander	Native American	Other/Decline To State
College 22	441	266	175	2	201	111	58	35	34	43	3	12	350	2	26
College 23	116	32	84	0	25	21	33	18	19	95	7	11	0	2	1
College 24	1212	544	668	11	334	234	219	194	200	415	142	235	368	22	30
College 25	229	91	138	0	80	30	23	29	26	26	122	11	14	0	14
College 26	154	69	85	0	51	51	18	16	18	27	39	35	33	2	18
College 27	215	117	98	0	110	28	24	23	30	61	73	33	42	1	5
College 28	115	35	80	2	39	23	30	11	10	52	12	14	32	5	0
College 29	125	45	80	9	20	30	15	25	26	110	12	3	0	0	0
College 30	176	49	127	0	48	38	36	24	30	53	77	19	22	2	3
College 31	326	141	185	0	96	96	50	50	34	68	89	73	90	1	5
College 32	479	183	296	0	98	97	137	66	81	9	285	22	162	0	1
College 33	365	149	216	6	140	62	65	47	45	49	165	9	123	3	16
College 34	315	161	154	4	79	69	65	54	44	220	12	5	28	47	0
College 35	666	290	376	0	263	140	55	37	50	97	104	91	321	1	52
College 36	50	20	30	0	4	8	8	9	21	4	5	26	5	3	7
College 37	189	62	127	1	28	36	57	31	34	153	1	11	15	6	3
College 38	431	246	185	0	120	104	97	54	56	30	19	23	346	2	11
College 39	49	11	38	0	6	12	13	5	13	41	1	5	2	0	0
College 40	627	348	279	15	204	105	134	96	74	64	91	69	386	9	8
College 41	24	**	**	**	**	**	**	**	**	**	**	**	**	**	**
College 42	33	15	18	0	14	12	4	1	2	12	1	3	15	0	2
College 43	125	27	98	0	20	29	34	22	20	75	11	29	4	4	3
College 44	131	33	98	0	75	23	17	12	4	30	12	89	0	0	0
College 45	21	9	12	0	8	3	3	3	4	14	1	1	3	0	2
College 46	54	17	37	1	6	9	11	10	17	7	10	30	6	0	1
College 47	105	51	54	2	54	25	12	6	6	53	10	20	20	1	1
College 48	434	196	238	2	118	99	89	63	63	105	161	19	144	1	4
College 49	420	176	244	11	87	89	96	65	72	158	71	83	96	2	13
College 50	162	40	122	3	49	46	27	20	17	56	30	39	15	2	20
College 51	182	79	103	2	48	23	33	26	50	134	17	6	13	11	1
TOTAL	7971	3502	4445	71	2425	1655	1463	1052	1100	2261	1583	1026	2652	129	247
%		44%	56%	1%	31%	21%	19%	14%	14%	29%	20%	13%	34%	2%	3%

**College unable to provide data.

Student Demographic Data
of the 1986-87 EOPS Student Population

	Gender			Age						Ethnicity					
	Total	Male	Female	-18	18-21	22-25	26-30	31-35	36+	White/ Caucasian	Black	Hispanic	Asian/Pacific Islander	Native American	Other/Decline To State
College 52	131	39	92	1	17	25	32	18	30	80	18	8	2	20	3
College 53	455	118	337	3	140	98	108	91	85	78	252	53	138	3	1
College 54	523	110	413	6	131	114	99	78	95	5	422	69	2	6	17
College 55	123	60	63	2	52	27	17	18	7	28	13	13	68	0	1
College 56	273	79	194	4	105	38	56	37	33	111	33	83	24	2	20
College 57	334	106	228	0	70	46	87	62	69	218	7	28	35	27	19
College 58	686	300	386	0	233	149	130	93	91	117	167	187	161	15	39
College 59	131	36	95	2	35	24	32	10	20	30	2	90	2	0	7
College 60	743	372	371	0	277	176	148	74	68	30	326	111	186	3	87
College 61	225	53	172	0	3	107	22	39	54	110	43	48	7	8	9
College 62	246	93	153	1	37	69	45	41	53	137	46	14	36	3	10
College 63	145	70	75	1	55	38	33	7	11	72	13	12	44	2	2
College 64	439	112	327	21	232	53	57	41	35	31	14	342	1	7	44
College 65	458	177	281	5	144	77	79	76	77	57	224	37	135	3	2
College 66	2123	1019	1104	5	524	531	410	280	373	314	559	411	553	23	223
College 67	52	17	35	0	13	7	11	7	14	25	5	9	13	0	0
College 68	320	122	198	0	81	52	65	60	62	73	89	57	88	2	11
College 69	97	45	52	1	58	18	10	7	3	43	13	37	4	0	0
College 70	438	213	225	9	170	122	65	45	27	140	32	33	222	3	8
College 71	93	28	65	1	23	17	22	16	14	46	18	13	12	2	2
College 72	169	33	136	4	50	29	40	22	24	116	10	20	19	2	2
TOTAL	8204	3202	5002	66	2450	1817	1568	1122	1245	1861	2306	1675	1752	131	507
%		39%	61%	1%	30%	22%	19%	14%	15%	23%	28%	20%	21%	2%	6%

9-2

ERIC Clearinghouse for
Junior Colleges NOV 13 1987